

1. June 17, 2020 CDEB Monthly Meeting

Documents:

[CDEB 6-17-2020 AGENDA.PDF](#)

2. June 17, 2020 Children With Disabilities Education Board Monthly Meeting

Documents:

[CDEB 6-17-2020 MEETING PACKET.PDF](#)



Children with Disabilities
Education Board

Walworth County Children with Disabilities Education Board
Wednesday June 17, 2020 4:30 p.m.
Walworth County Government Center, County Board Room 114
100 West Walworth St, Elkhorn, WI
Committee Members

Dave Weber – Chair, – Brian Holt Secretary,
Kathy Ingersoll, Supervisor – Joseph Schaefer, Supervisor – Ken Monroe, Supervisor

Sign language interpreters for the deaf are available if requested in advance

(Posted in compliance with Sec. 19.84, Wis Stats.)

Note: All agenda items are subject to action.

**NOTICE: DUE TO THE CONTINUING PUBLIC HEALTH EMERGENCY,
THIS MEETING IS PLANNED TO PROVIDE FOR REMOTE OR OFF-SITE
ATTENDANCE BY COMMITTEE MEMBERS.**

The Walworth County Government Center remains open, but in-person attendance will be severely limited due to State imposed restrictions on group meeting sizes. **ALL INDIVIDUALS ARE STRONGLY ENCOURAGED TO WATCH THE MEETING STREAMING LIVE AT**
<https://mediasite.co.walworth.wi.us/Mediasite/Play/4727e8ee66814aeda09f59c5924a87281d>

Individuals wanting to provide a Public Comment can do so remotely by telephone, but must contact Nicole Hill at NHill@co.walworth.wi.us or at 262-741-4357 on the day of the meeting and at least 15 minutes prior to the start of the meeting to obtain instructions.

1. Call to order
2. Roll call of committee members
3. Agenda withdrawals, if any
4. Agenda approval
5. Approval of minutes CDEB Meeting May20, 2020 pp 1 & 2
6. Public Comment Period

7. New Business
 - a) Summary of Seclusion/restraint Report per Senate Bill #353 pp 3 - 5
 - b) Ordinance **-07/20 Amending Section 30-286 of the Walworth Code of Ordinances Relating to Children with Disabilities Education Board Credit/Debit Card and Non-duty Staff Lunch Fees. pp 6&7
 - c) Looking back/Planning forward with the COVID-19 Pandemic pp 8 - 11

8. Reports and Correspondence
 - a) CDEB Chair
 - b) CDEB Director
 - Dojo Summary Presentation
 - End of School Year Awards



9. Set time and date of next meeting – July 22, 2020 @ 4:30 pm
10. Adjourn

It is possible that a quorum of the County Board or a committee of the County Board could be in attendance.

Children with Disabilities
Education Board

Submitted By: Tracy Moate, Director WCCDEB
Dave Weber, CDEB Chair
Posted June 11, 2020



Memorandum

Children with Disabilities
Education Board

To: Walworth County Children with Disabilities Education Board (WCCDEB)

Cc: Mark Luberda, County Administrator

From: Tracy L. Moate, Director WCCDEB

Date: June 12, 2020

Re: WCCDEB June Agenda Items

The agenda items are few on the June WCCDEB Notice. Perhaps this will make for an early evening.

- Senate Bill 353 (Seclusion and Restraint) requires that “annually by September 1, the administrator shall submit to the governing body, a report containing the number of incidents of seclusion and restraint and the number of students involved in seclusion and restraint during the previous school year.” I would like to present those numbers to you and answer any questions you may have regarding this subject. I have enclosed a copy of the form Lakeland School uses to document such incidents.
- We have some fee changes as it relates to Section 30-286 of the Walworth County Code of Ordinances. The handouts enclosed provide you the details of the amendment being requested.
- With the 2019-20 school year now coming to an “official” close, I would like to start discussion on “Looking Back/Planning Forward” with the COVID Pandemic. I found the enclosed handout, “Never Waste a Good Crisis” and felt it was a good read to kick off discussions. Our administrative team, with your guidance, will be moving to Phase 4 as described in this article of looking ahead for the 2020-21 school year. We continue to wait for further guidance from the Department of Public Instruction and our local Public Health officials. This phase will require that we consider and build multiple options for how services will be delivered in our future. This will be ongoing



Children with Disabilities
Education Board

business and the planning will be extensive. I look forward to the input you provide as we move forward.

- I would like to finish the meeting with short YouTube video we created that highlights our virtual classroom, Class Dojo as well as share our end of the year awards. This is the link if you would like a sneak preview! [2020 Lakeland School Class Dojo](#)
- A short YouTube video was also created to capture our 2020 Graduation. The link is as follows: [2020 Lakeland School Graduation](#)

Thank you for your time and attention. Have a nice weekend!

DRAFT

**Walworth County Board of Supervisors
Children with Disabilities Education Board Meeting Minutes
Wednesday, May 20, 2020 at 4:30 p.m.
Walworth County Government Center, County Board Room 114
100 West Walworth Street, Elkhorn, WI 53121**

Chair David Weber called the meeting to order at 5:05 p.m.

Roll call was conducted and the following members were present either in person or remotely: Chair David Weber, Secretary Brian Holt, Supervisors Kenneth Monroe, Kathy Ingersoll, and Joseph Schaefer. A quorum was declared.

County Board Supervisors: Nancy Russell and Ryan Simons

County Staff: Director of Special Education Tracy Moate; County Administrator Mark W. Luberda; Corporation Counsel/Director of Land Use Resource Management (LURM) Michael Cotter

On motion by Supervisor Ingersoll, second by Supervisor Monroe, the agenda was approved with no withdrawals.

On motion by Secretary Holt, second by Supervisor Ingersoll, the April 29, 2020 Children with Disabilities Education Board meeting minutes were approved.

Public Comment – There was none.

Unfinished Business

- Recommendation on Vendor Provision/CARES Act

Director of Special Education Tracy Moate gave a brief overview of the Vendor Provision of the Cares Act and email received from Robert Krueger, Vice President of Dousman Transport Co., Inc., (Pages 4-5.) Moate explained the need for transportation with multiple wheelchair accessibility. Dousman Transport has requested to charge Walworth County approximately \$447.75 per day missed in April and beyond, for regularly scheduled routes minus driver wages. Corporation Counsel Michael Cotter stated the language contained in the contract could be challenged by stating Lakeland School is unable to pay the daily fee. Cotter advised the Board that his client, Lakeland School, wishes to preserve the relationship going forward. Discussion then focused on potential funding and/or small business loan eligibility for Dousman Transport and potential requirement for additional buses due to social distancing requirements put out by Public Health. **Secretary Holt offered a motion, second by Supervisor Monroe, to approve daily funding up until June 10th and to place this matter on a future agenda should Dousman Transport Co., Inc. receive Personal Protective Equipment (PPE) funding. Motion carried 4-1. Supervisor Schaefer requested his vote be recorded as “No”.**

New Business

- Staff retirement resolutions

Moate announced Physical Therapist Sue Schmitz and Director of Curriculum and Instruction Rosemary Gardner will be retiring from Lakeland School and Walworth County this year. Moate requested permission to recognize and honor the retirees at the graduation ceremony. **Secretary Holt offered a motion, second by Supervisor Monroe, to approve the draft resolutions honoring the retirees. Motion carried 5-0.**

- Modify course grades to Pass/Fail for the 2019-2020 third trimester as required for credit attainment Moate referred to and gave a brief overview of the Wisconsin Department of Public Instruction – Graduation Requirements, Grading, and Class Promotion March 26, 2020 (Pages 6-8), as a result of the Coronavirus Disease 2019 (COVID-19) pandemic. All of the school districts within Walworth County have chosen the Pass/Fail System for the last grading period. Moate requested permission to proceed with the Pass/Fail system for Lakeland School. **Secretary Holt offered a motion, second by Supervisor Ingersoll, to approve the Pass/Fail concept. Motion carried 5-0.**

Reports and Correspondence

- CDEB Chair – There were none.
- CDEB Director

➤ Lakeland School Graduation, June 1, 2020 @ 7:00pm

Moate announced the Lakeland School Graduation is scheduled for June 1, 2020 at 7:00 pm and will take place in the school parking lot. Public Health and the Walworth County Sheriff's Department have been informed of the event and social distancing will be practiced. Moate gave a brief overview of the scheduled events and stated diplomas will either be mailed or delivered to the graduate's household. Supervisors are welcome to attend, but must remain in their vehicle. Supervisor Schaefer offered an opportunity for a potential flyover to help celebrate with the restriction of performing the pledge of allegiance prior to the event. After further discussion the opportunity was respectfully declined due to social distancing logistics.

➤ Summer School, Virtual Opportunity for Math/Reading enrichment, July 6th-24th 2020

Moate spoke briefly regarding summer school opportunities, which will actively engage the students and their families with school related activities. There are currently 19 students interested and virtual education will reduce the number of staff required.

➤ Class Dojo

Moate stated Lakeland School continues to be involved with Class Dojo, which is a term for virtual learning. She reported on the number of messages exchanged, videos that were created to enhance education, and opportunities to communicate and spend time with fellow classmates. Moate stated she would like to create a three minute video featuring some of the activities captured during the Class Dojo, offering a reference point of the virtual education experience.

➤ Emergency Drill

Moate said the state required practice drills were conducted virtually in the home environment.

Confirmation of next meeting – The next meeting was confirmed for Wednesday, June 17, 2020 at 4:30 p.m.

Adjournment

On motion by Supervisor Monroe, second by Supervisor Ingersoll, Chair Weber adjourned the meeting at 5:37 p.m.

Lakeland School Seclusion and Restraint Data 2019-2020 School Year

2019-2020 School Year					
	Seclusion	Restraint	Seclusion/ Restraint	Total S/R	District
Student #1	0	3	0	3	Badger
Student #2	8	2	1	11	Badger
Student #3	0	1	2	3	Beloit Turner
Student #4	0	1	0	1	Big Foot
Student #5	0	2	2	4	Delavan-Darien
Student #6	1	0	0	1	Delavan-Darien
Student #7	1	0	1	2	East Troy
Student #8	24	4	1	29	East Troy
Student #9	37	1	2	40	East Troy
Student #10	8	2	9	19	Elkhorn
Student #11	1	1	2	4	Elkhorn
Student #12	6	0	2	8	Elkhorn
Student #13	2	0	1	3	Elkhorn
Student #14	1	1	2	4	Elkhorn
Student #15	0	1	0	1	Elkhorn
Student #16	9	30	6	45	Elkhorn
Student #17	2	0	0	2	Genoa City
Student #18	0	1	0	1	Lake Geneva Jt.#1
Student #19	2	2	0	4	Lake Geneva Jt.#1
Student #20	10	8	3	21	Traver
Student #21	6	4	3	13	Sharon
Student #22	0	1	0	1	Walworth
Student #23	5	2	2	9	Whitewater
Student #24	0	6	0	6	Whitewater
Student #25	0	2	1	3	Whitewater
Student #26	4	0	0	4	Whitewater
Student #27	0	1	0	1	Whitewater
Student #28	8	47	0	55	Union Grove

Total by School District				
School District	Seclusion	Restraint	Seclusion & Restraint	TOTAL BY DISTRICT
Big Foot	0	1	0	1
Delavan-Darien	1	2	2	5
East Troy	62	5	4	71
Elkhorn	27	35	22	84
Fontana	0	0	0	0
Genoa City	2	0	0	2
Lake Geneva Jt1	2	3	0	5
LG Badger	8	5	1	14
Reek	0	0	0	0
Sharon	6	4	3	13
Traver	10	8	3	21
Walworth	0	1	0	1
Whitewater	9	11	3	23
Williams Bay	0	0	0	0
Woods	0	0	0	0
<i>Beloit Turner</i>	0	1	2	3
<i>Ft. Atkinson</i>	0	0	0	0
<i>Mukwanago</i>	0	0	0	0
<i>Union Grove</i>	8	47	0	55
TOTALS	135	123	40	298

Addendum to 2019-2020 Seclusion/Restraint Data

When reviewing the data, from the 2019-2020 school year it is important to note the following:

1. A new High School I student (identified as student #2 in the data) who moved from out of state experienced a significant amount of trauma which prompted his move. He was dysregulated and due to his family circumstances, was considered to be an 'unaccompanied minor' whereby HHS was essentially identified as guardian until another extended family member could be approved in the court system as guardian. This prevented the student from being able to seek out medical intervention for several months. The Lakeland School team worked with the extended family member in getting the student connected with mental health providers as well as outside services that could be provided in the home.
2. Another elementary student (identified as student #8 in the data) experienced a significant degree of psychiatric challenge this school year engaging in self harm as well as aggression towards staff and other students. The team worked with the family in order to seek out a psychiatric evaluation and even attended the initial psychiatric appointment with the family. The team is continuing to work with the family as the student is still struggling a great deal in the home setting with the self-harm and aggressive behaviors towards siblings. This student's need for seclusion accounted for 18% (24/135) of the building's seclusion incidents.
3. An elementary student (identified as student #9 in the data) experienced a significant degree of mental health challenge this school year and was regularly followed by a psychiatrist throughout the year. The school team had routine contact with the family as well as the psychiatrist in order to assist the student in maintaining a calmer state. Throughout the year, this student required a significant degree of intervention involving seclusion and restraint in order to maintain safety for herself and others. This student's necessary seclusions (due to her incessant need to bite others) accounted for 27% (37/135) of the needed incidents of seclusion.
4. A student (identified as student #10 in the data) transitioned to the LSYou program and presented at the beginning of the school year with aggressive behaviors that endangered herself, other students as well as staff. The team implemented several interventions including providing additional adult support as well as a change in classroom setting which resulted in much improved behavior. This student did not have any aggressive incidents requiring the use of seclusion or restraint after 11/25/19.
5. A High School I student (identified as student #16 in the data) experienced a significant increase in aggression compared to prior years. In part, this student has experienced a significant growth spurt and medication changes were occurring throughout the school year which likely impacted

his overall dysregulation and heightened state. He is a very large student (6' 2 and well over 200#) that would engage in head banging against concrete surfaces that was extremely unsafe for him. His team had regular contact and meetings with his family to discuss concerns and possible strategies. His need for restraint accounted for 24% (30/123) of the building restraint incidents.

6. An elementary student (identified as student #20 in the data) struggled a great deal with aggressive and unsafe behaviors. Data analysis indicated that the majority of her incidents occurred returning from weekends and/or holiday breaks and she accounted for 7% of the total number of seclusion and restraint incidents during the school year (21/298). The team implemented interventions to assist her in acclimating to the school routine after weekends, as well as providing additional staff to support her throughout the day. Following these interventions, this student only had two total incidents.
7. A new tuition student in the High School I Department (identified as student #28 in the data) joined Lakeland School at the beginning of the 2019-2020 school year. This student had previously been educated in a setting where she was isolated in a room with no other peer contact and had two staff working with her at all times at her prior school. While at Lakeland School, this student engaged in extreme aggression endangering herself and other students/staff multiple times weekly and sometimes daily. These aggressive behaviors often precipitated the need for seclusion and/or restraint. This student's need for restraint accounted for 38% (47/123) of the building documented restraint incidents for the year. Upon meeting with the family on 10/10/19, a decision was made to have this student return to her home district.

In summary, if one reviews the 2019-2020 seclusion and restraint data absent from these seven students, the total data would read as follows: incidents requiring seclusion 31; incidents involving restraint 29; incidents involving both seclusion and restraint 18; for a total incident number of 78.

Successes included in the 2019-2020 Seclusion and Restraint Data:

1. During the 2018-2019 School Year, a total of 33 students required at least one incident of seclusion and/or restraint compared to 28 total students during the 2019-2020 school year.
2. Eight students who had an incident involving seclusion and/or restraint in 2018-2019 did not have any incidents during the 2019-2020 school year (DD, JL, NN, LQ, AB, YR, CM, JF). Furthermore, one of the students (JF) who had 15 documented episodes during the 2018-2019 school year had zero incidents during the 2019-2020 school year.
3. During the 2019-2020 school year, Lakeland School had five students who were tuition students from school districts outside of Walworth County. Of those five students, two students experienced behavioral challenges that were considered to be unsafe to themselves or others. One of the students returned to her home district but the other student has continued to do very well and have a low number of incidents requiring seclusion and/or restraint (three).

DRAFT

ORDINANCE NO. ** - 07/20
AMENDING SECTION 30-286 OF THE WALWORTH COUNTY CODE OF
ORDINANCES RELATING TO CHILDREN WITH DISABILITIES EDUCATION BOARD
CREDIT/DEBIT CARD AND LUNCH FEES

THE WALWORTH COUNTY BOARD OF SUPERVISORS DOES ORDAIN AS
FOLLOWS:

1 **PART I: That Section 30-286 of the Walworth County Code of Ordinances is hereby**
2 **amended to read as follows (additions shown by underline; deletions shown by strike-**
3 **through):**

4
5 **Sec. 30-286. Consolidated fee schedule.**

6
7 There is hereby imposed the fees set forth in the following county consolidated fee schedule.

8
9 Walworth County
10 Consolidated Fee Schedule

11
12 The fee schedule table is intended as guidance and does not replace the Wisconsin State Statutes,
13 where applicable, as the source of authority. Where applicable, sales tax is included in the
14 established fee.

Description	Fee	Effective Date	Authority
Children with Disabilities Education Board			
<u>Credit or debit card convenience fee</u>	<u>3.49% of total cost</u>	<u>July 14, 2020</u>	<u>Note to Codifier: Enter ordinance number here.</u>
<u>Lunch Fees</u>	<u>\$3.00 early childhood/ kindergarten/primary/ elementary; \$3.50 middle school/high school/LSYou; \$4.00<u>\$4.25</u> staff/visitors (minimum requirement <u>\$.67 more than highest student meal fee (which is \$3.50)</u>); \$0.50 milk</u>	<u>Aug-19</u> Sept- <u>20</u>	USDA Regulations, 7 CFR 210.14(e)

16
17 **BE IT ORDAINED** by the Walworth County Board of Supervisors that all previous ordinances
18 and resolutions pertaining to Section 30-286 are hereby superseded.

19
20 **BE IT FURTHER ORDAINED** by the Walworth County Board of Supervisors that this
21 Ordinance shall become effective upon passage and publication unless otherwise noted.

22
23



NEVER WASTE A GOOD CRISIS

Dr. Scott McLeod | Associate Professor of Educational Leadership at the University of Colorado Denver

In late March, I started interviewing school leaders around the globe about their school's or school district's responses to the coronavirus pandemic. I talked with dozens of different educational organizations across the United States and in countries as varied as China, Italy and Saudi Arabia. My goals were to hear firsthand how schools were responding to this unprecedented worldwide challenge and to try and distill some essential lessons about how to lead during a time of crisis.

What I heard first, of course, was the terrible toll the pandemic had taken on local schools and families. Communities everywhere struggled to

keep children fed and citizens healthy, and local education turned out to be both an inspiration and a challenge. For instance, school districts found numerous creative ways to deliver breakfast and lunch to low-income children, sometimes even students in nearby neighborhoods who weren't part of their district. They also did their utmost to check in with every single child and family to see what their medical, health, educational and emotional needs were and connect them to appropriate resources.

Those efforts often were heroic, and we saw daily examples of educators and school systems doing amazing things on behalf of children

and parents. Simultaneously, many of our schools also have realized that previous under-investments in digital technologies, professional learning and crisis preparedness resulted in critical delays or deficiencies regarding remote learning and teaching. While some pandemic effects were unforeseeable, others can be easily connected to areas in which schools have regularly dragged their feet.

With the caveat that this is not from a formal research study, I share the following chart, which is a distillation of some early meaning-making from my interviews.



During Phase 1, schools focused on basic survival needs. They made sure kids were fed, tried to get computing devices out to families, and checked in to see if students and their loved ones were safe, healthy and okay.

During Phase 2, schools started to focus on what I am calling “subsistence learning,” which is basically low-level knowledge work that students typically do with worksheets and for homework, that could be distributed relatively quickly. For families that did not have computing devices or internet access at home, schools often provided paper packets to try and keep this type of learning moving along. They also supplied teachers with technology as fast as they could in order to provide “emergency remote instruction.”

These two phases probably feel familiar to board members and district administrators. They describe the reality of basic survival for most schools and focus on the abrupt transition needs that have been seen during the pandemic crisis. There are two other phases in the chart, however, and I encourage school leaders to try and focus on those in the summer and fall months as you debrief your spring response and create your plans for the next school year.

During Phase 3, schools begin to get out of basic survival mode and start to think about richer, deeper

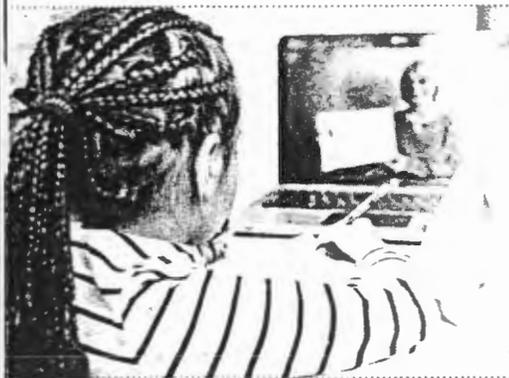
learning opportunities for students. They also may see that this is a time during which they can experiment, because testing and accountability mandates have been removed by state and federal governments. Some districts and teachers in Wisconsin took advantage of the altered accountability expectations and started to move toward Phase 3 before the school year ended.

For example, they tried new ways of giving students more agency over their own learning. They began to move beyond factual recall by giving students some opportunities to engage in those “deeper learning” opportunities that we know our graduates need for life success in a global, innovative society. Other Wisconsin districts and educators did not; Phases 1 and 2 were all that they could manage through the end of the school year.

The most important phase right now, of course, is Phase 4. During the summer, we have a chance to look back and plan forward. While much may be unknown about what schooling will look like later this year, there still is a great deal that we can work on.

SCHOOL RESPONSES TO THE COVID-19 PANDEMIC

RESPONSE PHASES	SCHOOL ACTIVITIES
PHASE 1 BASIC SURVIVAL	<ul style="list-style-type: none"> • Ensuring food supplies • Getting necessary supplies for learning (e.g., computers, internet) • Providing learning materials and learning opportunities (e.g., paper packets)
PHASE 2 SUBSISTENCE LEARNING	<ul style="list-style-type: none"> • Rapid teacher training in basic learning technologies and online platforms • Low-level knowledge work for students (e.g., worksheets) and benchmark-like activities • Delivering paper and packets to families who don't have technology access
PHASE 3 DEEPER LEARNING	<ul style="list-style-type: none"> • Designing instruction for higher-level learning, not just recall and regurgitation • Designing instruction for greater student agency, interactivity and authenticity • Experimenting with teaching modalities because testing mandates have been removed
PHASE 4 LOOKING AHEAD	<ul style="list-style-type: none"> • Paying greater future attention to learning equity and digital equity concerns • Designing future learning and teaching opportunities based on new skills gained • Being better prepared for future dislocations of schooling



As we move toward potential schooling contexts

in which perhaps half of our students are in our buildings and the other half are at home, we need to begin thinking about how to restructure our curricula and help educators learn how to live in hybrid teaching modalities rather than wholly online or entirely face-to-face.

For instance, now is the time to pay greater attention to equity concerns. Many schools wished during the pandemic that every child had a computing device at home, so maybe it's time to revisit our need to provide a take-home computer for every K-12 child. Many schools discovered that home internet access

for their students wasn't what they thought, so now is a good time to work with community partners to ensure greater connectivity for low-income families for the fall.

As we move toward potential schooling contexts in which perhaps half of our students are in our buildings and the other half are at home,

we need to begin thinking about how to restructure our curricula and help educators learn how to live in hybrid teaching modalities rather than wholly online or entirely face-to-face. These summer months also provide us the chance to talk with our workforce partners about how to better transition experiential learning, such

WHAT TO CONSIDER THIS SUMMER ADVICE FROM WISCONSIN SUPERINTENDENTS

"Take the time to capture what went well and points of pride as well as frustrations, concerns and areas that need improvement. Ask questions that had answers in the past but will look different moving forward. How do we support our teachers in developing the virtual teaching expertise? How do we make time for virtual collaboration and peer coaching? What does it look like to balance the expectation and demands of in-person and virtual learning along with social distancing? Can we do better to engage the disengaged student or family while providing mental health support to fragile students and staff? We will test our perseverance, creativity and flexibility as we find answers to questions we never imagined having to solve."

— *Patricia Deklotz, Superintendent, Kettle Moraine School District*

"As our district looks to the future, we are sure on one thing — we will never go back to normal. The recent pandemic is a catalyst to re-evaluate how we best educate all of our students. This summer we will be planning to not only address what school looks like in the fall, but more importantly, how we can capitalize on some education practices that have been successful during this time of remote learning. We get to choose to improve and move public education forward to better help every child learn, every day."

— *Aaron Sadoff, Superintendent, School District of North Fond du Lac*

"The pace of change and the demand for frequent, clear, concise communication at the outset of this public health crisis was unlike anything our veteran team of principals and school leaders had experienced in our careers. As we attempt to slow down and navigate the uncertainty of the summer and fall ahead, we are secure in our belief that wisdom comes from intentional reflection on experience. Our focus this summer will be to learn from our decisions of the spring, refine our approach to serving our students, families and staff accordingly, and affirm our collective support of each other as leaders."

— *Damian LaCroix, Superintendent, Howard-Suamico School District*

"During any challenge we can learn and grow. At D.C. Everest, we began our conversations by reflecting and capturing what we learned during the school closure with our remote learners; what was good, great or better; and how do we keep it moving forward. I would be disheartened if we went back to more of the exact same model. This is an incredible opportunity to strategically build a system with all learners in mind. With safety and equity as our drivers, our next goal is to take what we learned and create a learning model based on strong personal relationships and rich learning experiences for our students that is nimble enough to deal with changing environments."

— *Kristine Gilmore, Superintendent, D.C. Everest Area School District*

as career and technical education, community-embedded service, project-based learning, and senior capstones into online or blended opportunities.

Summer also is a great time to realize that the pandemic jolted us into acquiring some new mindsets and skill sets, whether we wanted to or not. Many educators now have new technological and pedagogical capabilities they didn't have before. They were forced by necessity to acquire them quickly, and many have discovered that incorporating some basic technology tools into their instruction isn't as difficult as they may have thought.

Many of us also have realized that some of what we considered critical faded away during the crisis. We had to distill our curricular content and our instructional approaches to their essence, focusing instead on essential learning, building relationships, communicating with families, enhancing academic support structures and taking care of each other.

Perhaps most importantly, many teachers and administrators also have new understandings about the speed of potential educational change and what we can accomplish in a short period of time if we put our minds to it. We no longer can say "we can't do that" because we just did it, right? Savvy school systems will begin to reflect deeply on the ways in which they were able to change quickly and then capitalize on those in the fall to keep moving forward.

For those of you who are familiar with Maslow's Hierarchy of Needs, the chart is basically an organizational resemblance of that framework. As we think about the schools that we serve, we should try and recognize what phases they are in and why they are there. Reflection on the 'why' is actually the most important part.

As board members and administrators, we need to be able to critically dissect why some educators were more successful this spring than others, and why some schools

TNTP LEARNING ACCELERATION GUIDE

The COVID-19 pandemic has forced schools across the country to confront unprecedented challenges. And the longer schools remain closed, the higher the stakes become for next school year.

To tackle these challenges, school systems must focus on the strategies proven to accelerate student learning. Even imperfect attempts to accelerate learning back to grade level will create far better school experiences for many students than what they received before the crisis.

The key is doing the right planning for the new school year, right now.

TNTP, formerly known as The New Teacher Project, created a publicly available guide to help school districts plan for restarting school and accelerating student learning.

The guide is organized around a few key questions:

- How do we create a plan to accelerate student learning?
- How do we accelerate student learning in the next two years?
- What other challenges should we be anticipating as we plan to accelerate student learning?

This guide is intended to help school leaders figure out how to go about answering these guiding questions and assemble the people, information and processes needed to plan for restarting school.

The mission of TNTP is to ensure that poor and minority students get equal access to effective teachers.

Download the guide at tntp.org.

were more successful than others as well. Differences in leadership behaviors, support structures and instructional capacity exist across schools and classrooms.

If we are to be prepared for whatever comes this next academic year, our school systems will need to be thoughtful, reflective and savvy diagnosticians. They also will need to lean heavily into the challenge of putting plans and structures into place that allow them to move out of whatever phases they currently are in and into schooling modalities that are more than mere subsistence learning. Despite the pandemic, in a complex world, we need our graduates to be critical thinkers and problem solvers, not just regurgitators.

As the saying goes, "never waste a good crisis." The pandemic exposed a number of critical organi-

zational gaps that we probably should have paid greater attention to earlier. Now is the time for us to lean into those conversations and initiate action in neglected areas. Along with our community partners, let's tap into the enormous goodwill and community trust that most of us have built up during this crisis to launch some necessary changes in how we educate and serve our children and families. That would turn this terrible pandemic into a 'silver lining' for education and is a worthy goal for all of us. ■

Dr. Scott McLeod is an Associate Professor of Educational Leadership at the University of Colorado Denver and was a keynote for this year's Wisconsin State Education Convention. He can be reached at dangerouslyirrelevant.org or @mcleod on Twitter.