WATERTOWN UNIFIED SCHOOL DISTRICT

2020-21 REOPENING OF SCHOOLS

Transition to Blended Model and Recommendations for Full Day Face-to Face Implementation

WHATEVER HAPPENS…*WE ARE READY!*

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Our Guiding Principles

SAFETY

Student and staff safety is our top priority. Plans will reflect guidance from the DPI, CDC, State, Dodge and Jefferson County and the Watertown Health Departments.

INSTRUCTION

Plans will reflect a preference for full-day face-to-face classroom learning and focus on creating conditions to safely reopen schools. Instructional models will include blended and virtual options for students in the event that we cannot safely provide full-day face-to-face classroom learning for our students.

FLEXIBILITY

Plans will be developed to allow for a fluid response keeping in mind staff, student and parent capacity, coupled with financial resources of the WUSD.

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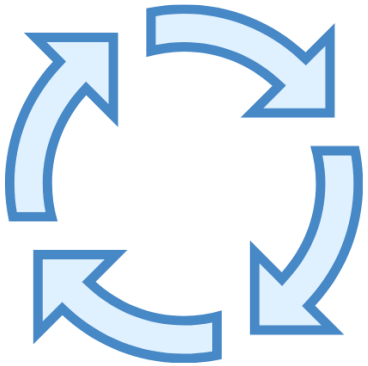

Our Process for Fall Reopening

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Our Planning Processes – Spring and Summer

- Phase 1 Research/Stakeholder Feedback/Pandemic Planning Team Formed/Meets/In-Person and Virtual Summer School Planning April-May
- Phase 2 Planning – Research/Pandemic Planning Team Meets/In-Person and Virtual Summer School Planning– May-June
- Phase 3 Feedback and Adjustment/In-Person Summer School – New Stakeholder Feedback/Plan Drafted/Presented at Educational Services for Feedback/In-Person Summer School Implemented – Early-Mid July
- Phase Plan Determination and Communication – July Board Meeting – Mid to Late July
- Phase 4 Educational Team Planning – May-July
- Phase 5 Pre-Implementation Planning for Sites - August
- Phase 6 Plan Implementation of Virtual Model – September 1st
- 7

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Our Planning Processes - Fall

- Phase 7 Plan Implementation of Virtual Model: September 1st
- Phase 8 Plan Transition to Blended/Continued Pre-Implementation Planning for Sites – September
- Phase 9 Plan Implementation of Blended – October 5th
- Phase 10 Continued Pre-Implementation Planning for Full Day Face-to-Face Instruction – September and October
- Phase 11 Continue to monitor attendance tracker data and community status as needed to make necessary shifts among models

Virtual Attendance

- 2018-2019 District Average Attendance – 94%
- Douglas 94%
- Endeavor 99%
- Lebanon 97%
- Lincoln 99%
- RMS 87%
- Schurz 99%
- Webster 95%
- WHS 94%

Blended Learning Model

MON/TUE
A Group: In-Person
B Group: Virtual Learning

WED
Cleaning, Planning, Prep, and Virtual Learning

THUR/FRI
A Group: Virtual Learning
B Group: In-Person

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Blended Learning

- Key safety protocols would be followed for all in-person learning
- Because we will be serving fifty percent of the population in our blended environment, we will be able to maintain six feet of distancing in classroom spaces with the exception of RMS where we will have 3 to 6 feet in classrooms
- All classes will have aligned curriculum and aligned technology platforms
- Learning will be asynchronous at the elementary and a combination of asynchronous and synchronous at the secondary on Monday, Tuesday or Thursday and Friday for cohorts working off-site
- On Wednesdays, there will be additional synchronous learning opportunities for both cohorts. (small group help, tutorials, etc.)
- Cohorts will be determined by alphabet and we will strive to serve all families/siblings in the same cohort regardless of which school children attend.
- Virtual instruction will be supported by the classroom teacher or paraprofessional when appropriate. Regular feedback and communication is key.

Blended Learning Schedule

- Middle School – 7:30 a.m. to 2:45 p.m.
- Elementary Schools – 8:00 a.m. to 3:05 p.m.
- High School – 8:30 a.m. to 3:30 p.m.

	MT	TF
Cohort A-Le	Face to Face	Virtual
Cohort Lf-Z	Virtual	Face to Face

Blended Questions: Can we include more synchronous learning opportunities for students during virtual instruction?

- At the elementary, the team researched other districts utilizing live streaming at the elementary level and explored utilizing Zoom for morning meetings 5 days a week to include an additional live opportunity. The team decided against this option because:
  - It would compromise the live face-to-face experience for students in the classroom.
  - Morning meeting is intended to be an interactive experience for students and engaging with students online and in person would not allow for the same type of interactive experience intended to build classroom community. Some morning meetings could also be repetitive as content connects to academic lessons for each cohort.
  - Supervising students in the classroom while engaging with students on the computer at home would be logistically challenging (AV range, student and staff mobility).
  - Teachers will share recordings so that all families will be able to access important content and teachers will also create engaging opportunities for the two days a week that students will be off site.

Blended Questions: Can we include more synchronous learning opportunities for students during virtual instruction?

- At the secondary, both RMS and WHS will offer a combination of synchronous scheduled and asynchronous learning opportunities on non-face-to-face days.
  - Some classes and activities are less conducive to virtual synchronous learning – for example, assessments and hands on activities.
  - Some classes would be more appropriate to deliver content in a synchronous matter – direct instruction, linear/sequential content – that could be delivered without substantially compromising the experience of students in the classroom.
  - Teachers will post their schedules every week so that students and families will know when they will have synchronous learning and when they will have asynchronous learning. Regular updates will appear in Skyward and Schools PLP.
  - We will be using laptop computers for synchronous instruction so the experience for students will not represent a studio quality livestreaming experience with advanced lighting, audio and video qualities, but teachers will work to deliver the best experience possible for students. Teachers would be operating within both face to face and virtual modalities simultaneously and must manage the inherent variables (student and staff mobility, audio/video range, etc), however not all classrooms will have virtual attendees.
  - Synchronous learning in whole class settings will usually only feature the teacher on camera. Students attending in person will not login to Zoom or Meet.

Blended Question: Can my child continue with virtual instruction temporarily (during blended) without transitioning into eCampus?

- eCampus remains our recommendation for those students and families who want to work virtually into the foreseeable future. It will provide the most consistent and support program for a positive virtual experience for students and families. This is especially true at the elementary level where classrooms would not be delivering synchronous livestream learning except for morning meeting on Wednesday.
- At the secondary level, because we will be offering some additional synchronous opportunities, we will work to accommodate families wanting to remain virtual during blended. eCampus is still the best choice for families wanting a consistent and supported fully virtual program because that is what it is intended to deliver.

Blended Question: If my child transitions into eCampus instead of returning to school in the blended model, what will that look like?

- Our eCampus instructional staff will work with classroom teachers, students and families to begin a course of studies that factors in that student's progress up to that point so that content and coursework is not repeated.
- Depending on a student's grade level, a learning or course plan will be put in place for the foreseeable future.
- Work will be rigorous and standards-based with a combination of asynchronous curriculum and real-time feedback, coaching, and communication, etc. from our eCampus teachers, all of whom are employed by the WUSD with experience in both our online and brick and mortar settings.
- Depending on volume, transition times may take a few days as staff will be accommodating additional students while working with their current students.

Blended at the Elementary

Blended (2 days face-to-face, 3 days virtual)
LITERACY
F&P Interactive Read-Aloud (20 mins) In Person: 2 IRA's per week (repeated for each cohort) Virtual: Record 2 lessons to be viewed at home - work in teacher teams (same for both cohorts) NO IRA on Wednesday
F&P Reading Minilesson (15 mins) In Person: 2 lessons per day Virtual: Record 2 lessons to be viewed at home - work in teacher teams
Independent Reading Work (20-45 mins) In Person: Use book boxes for independent reading, responses in Readers' Notebook, and Lexia Virtual: Lexia - 20 minutes daily; independent reading book(s) from school or assign a text in Epic/Freckle (optional response in SeeSaw) Books can be sent from school.
Small Group/Guided Instruction (15-20 mins) In Person: Guided Reading books Virtual: Freckle assignment based on standards when applicable

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Blended at the Secondary

Cohort/Day	Monday	Tuesday	Wednesday	Thursday	Friday
A	Face-to-Face	Face-to-Face	Virtual (synchronous)	Virtual (asynchronous)	Virtual (asynchronous)
B	Virtual (asynchronous)	Virtual (asynchronous)	Virtual (synchronous)	Face-to-Face	Face-to-Face

Blended – A Week at RMS Monday and Tuesday

Hour	In-Person Schedule	Blended Schedule 7:30-2:45
1	ELA - Room 202	ELA - Room 202
2	Math - Room 203	Math - Room 203
3	Social Studies - Room 201	Social Studies - Room 201
4 And Lunch	Guided Study/Music - GYM	Guided Study/Music - GYM
5	Elective - Room 303A	Elective - Room 303A

Blended – A Week at RMS Thursday and Friday

Hour	In-Person Schedule	Blended Schedule 7:30-2:45
1	ELA - Room 202	ELA - Synchronous opportunity and/or asynchronous online engagement through Schools PLP
2	Math - Room 203	Math -Synchronous opportunity and/or asynchronous online engagement through Schools PLP
3	Social Studies - Room 201	Social Studies - Synchronous opportunity and/or asynchronous online engagement through Schools PLP
4 And Lunch	Guided Study - GYM	Guided Study/Music -Synchronous opportunity and/or asynchronous online engagement through Schools PLP
5	Elective . - Room 303A	Elective -Synchronous opportunity and/or asynchronous online engagement through Schools PLP

Blended – Week at WHS Monday and Tuesday

Hour	In-Person Schedule	Blended Schedule 8:30-3:30
1	Biology - Room 124	Biology - Room 124
2	English 9 - Room 220	English 9 - Room 220
3A	Lunch	
3	Study Hall - Room W160	Study Hall - Room W160
4	PE Class - Gym	PE Class - Gym
5	Geometry - Room 138	Geometry - Room 138

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Blended – A Week at WHS Thursday and Friday

Hour	In-Person Schedule	Blended Schedule 8:30-3:30
1	Biology - Room 124	Biology - Synchronous opportunity and/or asynchronous online engagement through Schools PLP
2	English 9 - Room 220	English 9 - Synchronous opportunity and/or asynchronous online engagement through Schools PLP
3A	Lunch	
3	Study Hall - Room W160	
4	PE Class - Gym	PE - Synchronous opportunity and/or asynchronous online engagement through Schools PLP
5	Geometry - Room 138	Geometry - Synchronous opportunity and/or asynchronous online engagement through Schools PLP

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Blended – A Week at RMS/WHS on Wednesday

Hour	In-Person Schedule	Synchronous Virtual Schedule
		Advisory (8:00 a.m.)
1	Biology - Room 124	Biology – Sync (9:00 a.m.)
2	English 9 - Room 220	English 9 – Sync (9:45 a.m)
3	Study Hall – Room W160	Work on your own (10:30 a.m.)
	Lunch	Lunch – (11:15 a.m.)
4	PE Class - Gym	PE – Sync (11:45 p.m.)
5	Geometry - Room 138	Geometry –Sync (12:30 p.m.)
		Advisory (1:15 p.m.)

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RMS and WHS Wednesday Schedule/Virtual Schedule

Wednesday Synchronous Schedule

Please note that this schedule is the same as our virtual schedule.

- Advisory Time: 8:00 - 8:55
- 1st Period: 9:00 - 9:40
- 2nd Period: 9:45 - 10:25
- 3rd Period 10:30 - 11:10
- Lunch Break: 11:15 - 11:45
- 4th Period: 11:45 - 12:25
- 5th Period: 12:30 - 1:10
- Advisory Time: 1:15 - 2:00

*Advisory time is set aside for students to be able to ask additional questions and/or seek further clarification from any of their teachers. This could include both drop-in and/or scheduled appointments via Zoom. Staff may also request student meetings during this time to address academic concerns.

RMS Blended Schedule for Non-F2F Days

Synchronous Schedule

Please note this schedule will be updated in Schools PLP so students and parents know when their son/daughter needs to attend synchronous learning.

RMS student day: 7:30-2:45 with 74 minute classes Monday, Tuesday, Thursday and Friday		
Hour	**Time**	**Notes**
1	7:30-8:51	This course is 7 minutes longer to accommodate the completion of symptom checks.
2	8:58-10:12	
3	10:19-11:33	
4 (and lunch)	11:40-1:24	This is a 74 minute class period with a 30 minute lunch built in.
5	1:31-2:45	

* Advisory time is set aside for students to be able to ask additional questions and/or seek further clarification from any of their teachers. This could include both drop-in and/or scheduled appointments via Zoom. Staff may also request student meetings during this time to address academic concerns.

WHS BLENDED SCHEDULE FOR NON-F2F DAYS

Synchronous Schedule

Please note that this schedule will be updated in Schools PLP so students and parents know when their son/daughter needs to attend for synchronous learning.

Monday Tuesday Thursday Friday (65-70 min classes)	Early Bird	7:15	8:25						
	1	8:30	9:50	(10 minutes longer to complete symptom checks)					
	2	10:00	11:10						
	A Lunch	11:20	11:50	3	11:20	11:55	3	11:20	12:30
				B Lunch	11:55	12:25			
				3	12:25	1:00			
	3	11:50	1:00				C Lunch	12:30	1:00
	4	1:10	2:15						
	5	2:25	3:30						

* Advisory time is set aside for students to be able to ask additional questions and/or seek further clarification from any of their teachers. This could include both drop-in and/or scheduled appointments via Zoom. Staff may also request student meetings during this time to address academic concerns.

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Support for Transition to the Blended Model

- The Pandemic Planning Team is composed of 28 members to include teaching staff, administration, support staff, community members, and the Watertown Health Department. This Team has been meeting to prepare for in-person summer school and the start of the school year since May.
- The Pandemic Planning Team met to review the reopening plan and this resolution and is in full support of making a transition from a virtual model to a blended model on October 5th provided this transition is still appropriate on October 5th considering our decision-making protocols.

Rationale for the Transition to Blended

- The blended model allows us to serve all of our students face-to-face who choose to come on site.
- While we will serve all of our students face-to-face, by moving to the blended model we will reduce by fifty percent the size of our student cohort groups minimizing potential exposure and spread of COVID-19.
- By implementing our key safety protocols, we will be able to maintain the recommended six feet of distancing throughout all of our school classrooms except at RMS where we will have at least three feet of distancing in all of our classroom spaces.

Rationale for the Transition to Blended

- Transitioning into the blended model will create an opportunity for us to experience success creating time and opportunity to teach students in smaller groups:
  - Safety routines, procedures and protocols
  - Create manageable groups of students for recess, lunches, passing periods, transportation, arrival and departure from school
  - Better ability to be adaptable and update/evolve our protocols as we continue to receive new guidelines from the local, state and federal level
  - Allow us to stay safe to stay open and prepare us for a smooth transition into our target which is full day face-to-face instruction

Stay Safe to Stay Open

- The Pandemic Planning Team support and endorse returning our students to school face-to-face as soon as possible.
- The Watertown Health Department has been consulted and has worked collaboratively with the WUSD in preparing our safe plans for reopening our schools.
- We are very excited to begin serving our students face-to-face beginning October 5th.
- We are confident we can safely execute our blended instructional model for students and for staff, and we look forward to the opportunity.

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On Track to Transition

- Hiring being finalized
- Room Setup/Hallways/Recess/Breakfast and Lunch
- Food Service
- Transportation
- Family Communications
  - Adjusted schedules/entrances
  - Cohorts assigned
  - Students with challenges
- Training for students/families on protocols
- Ensuring all protocols are planned for and anticipated

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On Track to Transition

- Watertown continues to be in Phase 2 of Reopening Plan
- Implementing our key safety protocols
  - In-person family/student meetings
  - Staff have returned to sites
  - Students supports implemented
  - Parochial school in-person supports
- Ongoing preparations
  - Meeting with the Watertown Health Department, GWCHF, YMCA, the Mayor and our medical provider to ensure preparedness for transition
  - Meeting with the Pandemic Planning team, custodial/maintenance team, and administrative team to ensure preparedness for transition

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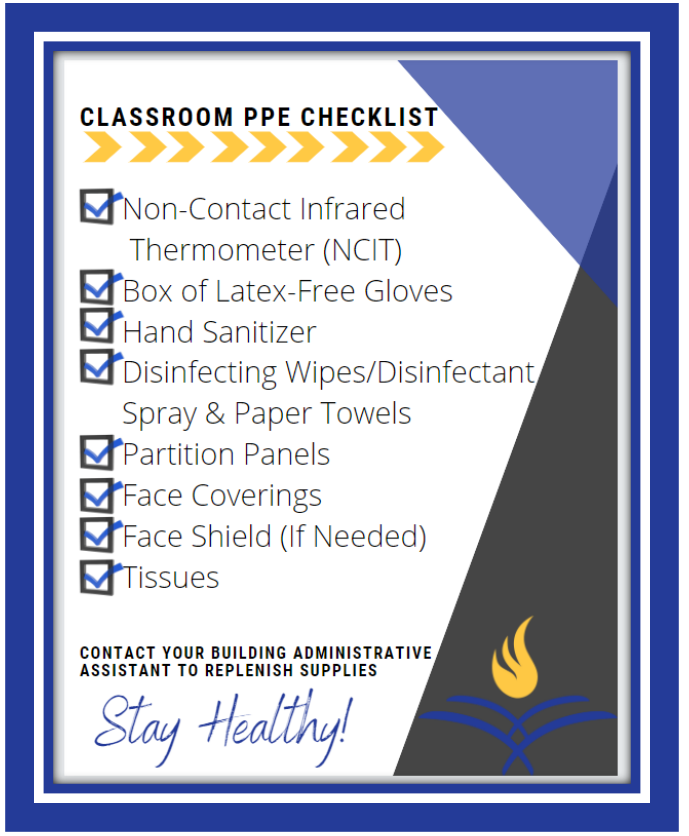
COMMITTED TO SAFETY

Implementation of safety guidelines based on CDC, State, County and Local Health Department guidance



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COMMITTED TO SAFETY

Implementation of safety guidelines based on CDC, State, County and Local Health Department guidance

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Full Day Face-to-Face Transition Planning

- We are continuing to plan and prepare our sites for full day face-to-face transition.
- Planning for a staggered/phased approach to ensure readiness at the sites and the City – beginning with our youngest learners.
- While we had indicated that we would need 30 days to transition between models, we are confident that we can transition our elementary students sooner than the 30 day timeframe.

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Full Day Face-to-Face Transition Planning

- The administration and Pandemic Planning Team recommend transitioning our youngest students first starting with **4K-1 with a target date of October 12th**.
  - Students would have blended instruction the week of October 5th to learn the key safety protocols and routines, and then we would transition that population to full day face-to-face on October 12th.
  - Our 4K-1 classrooms are our smallest classes across the WUSD
  - Our 4K-1 students are most likely to struggle with virtual instruction and to require childcare.

Full Day Face-to-Face Transition Planning

- Following the successful transition of our youngest students 4K-1 on October 12th, the administration and Pandemic Planning Team recommend **a target date for transitioning our 2-5th grade learners of October 26th.**
  - Students would have blended instruction for three weeks to learn the key safety protocols and routines
  - We would follow the timeline of the incubation period of COVID-19 (14 days) to monitor the successful transition of our 4K-1 learners, and monitoring our attendance tracking data and our community data, we would then bring back our next group of students.
  - At the elementary level our class sizes are smaller enabling us to maintain smaller cohort groups, and we know that our youngest students have the most need for face-to-face learning and support so we additionally want to prioritize their return.

Full Day Face-to-Face Transition Planning

- Following the successful transition of our 2-5 grade students on October 26th, the administration and Pandemic Planning Team recommend transitioning our **9-12 grade students on a target date of November 2nd.**
  - While this is only a 7 day transition between groups, because we are utilizing different sites and because we will be monitoring our attendance tracking data and our community data to continue to evaluate our target dates, the Pandemic Planning Team recommended a shorter transition to bring back our next group of students.
  - Bringing back 9-12 separately from 6-8 will help to ensure that our supports will be able to scale up with bringing on larger numbers of students at one time.
  - At the secondary schools we have the largest cohort sizes, largest number of students, and most challenges with distancing in classrooms. For these reasons, monitoring the transition of our younger learners first will put us in a positive situation to transition our secondary learners.

Full Day Face-to-Face Transition Planning

- Following the successful transition of our 9-12th grade students on November 2nd, the administration and Pandemic Planning Team recommend transitioning our **6-8th grade students on a target date of November 9th.**
  - While this is only a 7 day transition between groups, because we are utilizing different sites and because we will be monitoring our attendance tracking data and our community data to continue to evaluate our target dates, the Pandemic Planning Team recommended a shorter transition to bring back our next group of students.
  - Bringing back 9-12 separately from 6-8 will help to ensure that our supports will be able to scale up with bringing on larger numbers of students at one time.
  - At the secondary schools we have the largest cohort sizes, largest number of students, and most challenges with distancing in classrooms. Because classrooms are smallest at RMS, face-to-face will have some fundamental differences when compared to the blended learning model, and transitioning RMS last will help to create an effective transition for students, families, and staff.

Full Day Face-to-Face Staggered Start

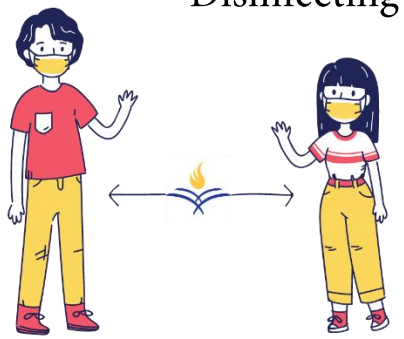
- During the periods of planned transition, we would monitor our attendance data, our local status of COVID-19, and our other decision making factors to determine if planned transition periods will move forward as planned or need to be reevaluated.
- Our target is to transition all of our students to full day face-to-face instruction as quickly as we can safely do so.
- Families choosing to remain virtual will be able to do so through our eCampus program.

Why a Staggered Return to School?

- Like the blended start, a staggered full day face-to-face start will allow us to start with smaller numbers of students at our sites to ensure that our key safety protocols are being followed and our learning environment is safe before transitioning to our next group of students.
- We will be able to start with our smallest cohort groups of students at the elementary, ensuring success with our smallest groups before transitioning to our larger cohorts at RMS and WHS.
- A staggered transition will also best enable the Watertown Health Department to be able to be responsive. Additionally, we will work to align with the incubation period of COVID-19 so we know our attendance tracking data is accurate and we can determine if we are being successful in our transitions.

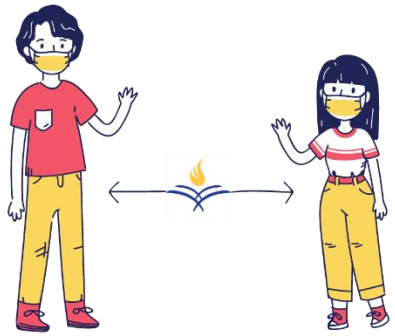
WHAT WILL F2F PROGRAMMING LOOK LIKE?

- F2F programming at our elementary schools and at WHS will look very similar to traditional classroom instruction. The critical differences will be the implementation of our key safety protocols:
  - Student desks will be placed 3 to 6 feet apart in classroom spaces
  - Face coverings will be required for students and for staff
  - Breakfast and lunches will be eaten in classrooms
  - Hallway traffic will be modified
  - Students will complete a temperature check and a symptom checker on a daily basis
  - Disinfecting protocols have been increased



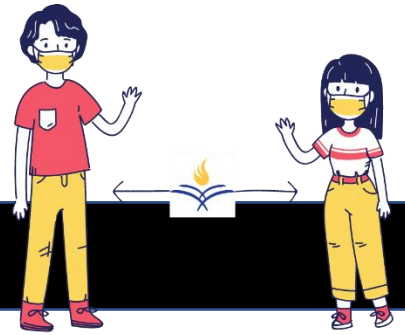
What will F2F programming look like?

- F2F programming at RMS, because RMS is where our classroom spaces are the most challenging for physical distancing, will have a different instructional model for F2F programming in addition to the implementation of our key safety protocols.
  - We have decided not to move classrooms to larger spaces as we had originally planned but to instead focus on reducing cohort sizes.
  - Students at RMS for all core classes will be in a classroom with one classroom teacher. Core teachers will then teach content that will be projected into each classroom (multiple sections), and the classroom teacher will provide support and assistance to students in the classroom.
  - Students will have an elective class as well, and students will have multiple opportunities for movement during the day.



What will F2F programming look like?

- F2F programming at RMS, because RMS is where our classroom spaces are the most challenging for physical distancing, will have a different instructional model for F2F programming in additional to the implementation of our key safety protocols.
  - One class period has been reduced at RMS to maximize core instruction, minimize cohort interaction, and maximize available spaces.
  - Music and physical education have both been modified to utilize lessons and activity breaks instead of whole group instruction.
  - As a result the RMS schedule will be adjusted to a 1:30 p.m. end time for face-to-face instruction so the RMS schedule will be 7:30 a.m. to 1:30 p.m. during full day face-to-face.



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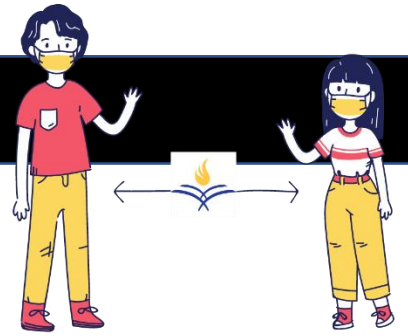
WILL WE BE PREPARED TO TRANSITION TO FULL DAY FACE-TO-FACE PROGRAMMIN

- Yes, and we are excited to bring our students back to school on the recommended dates.
- All needed supplies have been addressed to include all PPE equipment, disinfecting supplies, desks, plexiglass partitions and signage.
- Additional staff are being hired to support our students in the face-to-face model to include building substitutes in addition to our regular substitute staff and additional health room assistants.
- Classroom and building walk throughs have been completed at all of our sites by administration and building and grounds to ensure readiness for blended and will be completed again to ensure readiness for F2F.



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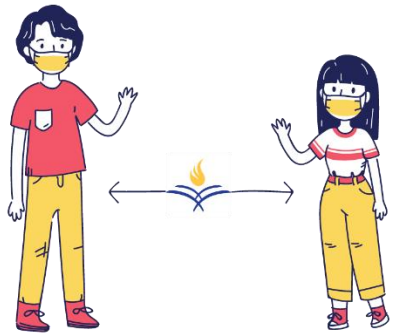
Will we be prepared to transition to full day face-to-face?

- Staff survey data indicates strong support for a staggered start (70%) and utilizing intervals of 14 days or less (78% with 40% choosing 14 day intervals) to transition our students to full day face-to-face instruction.

Will we be prepared to transition to full day face-to-face?

- While our buildings will be fully prepared for a transition to blended and then to the full day face-to-face model, in the face-to-face setting we are not able to maintain 6 feet of distance like we are in the blended setting, for this reason beginning in the blended model and planning for a staggered start represents the safest transition for our students and staff.
- Additionally, there are transitions that need to occur between the blended and face-to-face models including teaching the key safety protocols, transitioning schedules, reorienting classroom spaces and furniture, and realigning transportation and food service.
- Staffing in the full day face-to-face model will also need to be closely monitored as we will have staff quarantined and/or in isolation, and while we will do have solutions in place to address this issue, we know that this may put a strain on our classrooms.

WILL WE BE PREPARED TO TRANSITION TO FULL DAY FACE-TO-FACE PROGRAMMING?



- Classroom supply checklist
- Ventilation
- Recess
- Disinfecting protocols
- Bubblers/Water bottle fillers
- Sanitation stations
- Hallway traffic
- Classroom desks 3 to 6 feet apart

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Decision-Making Criteria

- Safety Protocols – can we effectively implement our safety protocols?
- Academic Delivery – how can we best provide for the social emotional and academic needs of our students?
- Stakeholder Input – how can we balance what our families see as a best fit for our students with what our staff believes is a best fit?
- Community Partnerships – what is our Watertown Health Department advising; Dodge and Jefferson County; bus company; partner school districts?
- Federal, State and Local Compliance – are we compliant with the health and safety guidelines from the DPI, CDC and other local health departments?
- Local Status – how high is the infection spread in our community? Will we be able to sustain our model/stay open?

Watertown Unified School District COVID – 19 Update

September 28th 2020

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THE CITY OF WATERTOWN

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Local Numbers

Total Investigated: 5753

- All persons under investigation (PUI), whether Public Health was notified or not, all contacts to positive cases, all travelers we have received notification.
- Cumulative

Confirmed cases: 378

- Confirmatory laboratory evidence, irrespective of clinical signs or symptoms.
- Cumulative

Percentage Hospitalized: 6%

THE CITY OF WATERTOWN

Local Numbers Continued

Probable Cases: 5

- An illness meeting the clinical criteria AND epidemiologic evidence without confirmatory laboratory evidence OR
- Presumptive laboratory evidence AND either:
  - Clinical criteria OR
  - Epidemiologic evidence OR
- A death certificate that lists COVID-19 disease or SARS-CoV-2 as a cause of death or a significant condition contributing to death.
- Cumulative

Suspect Cases: 188

- An illness with clinically compatible symptoms of COVID-19 infection, for whom laboratory confirmation is pending, and who does not otherwise meet a probable case definition
- Presumptive laboratory evidence without:
  - Clinical criteria OR
  - Epidemiological evidence
- An illness meeting the clinical criteria reported to public health that does not meet a confirmed or probable case definition, and does not have a negative laboratory result for COVID-19.
- Not Cumulative

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Local Numbers Continued

Not a Case: 4980

- Patients that have a negative laboratory result for COVID-19 OR
- Asymptomatic through quarantine period
- Cumulative

Open Contacts: 202

- All contacts to positive cases in quarantine
- Not Cumulative

Recovered: 330

- At least 10 days have passed since first day of symptoms; and,
- 24 hours resolution of fever without the use of fever-reducing medications and improvement in symptoms (e.g., cough, shortness of breath) this is under review and may changing to 24 hours.
- Cumulative

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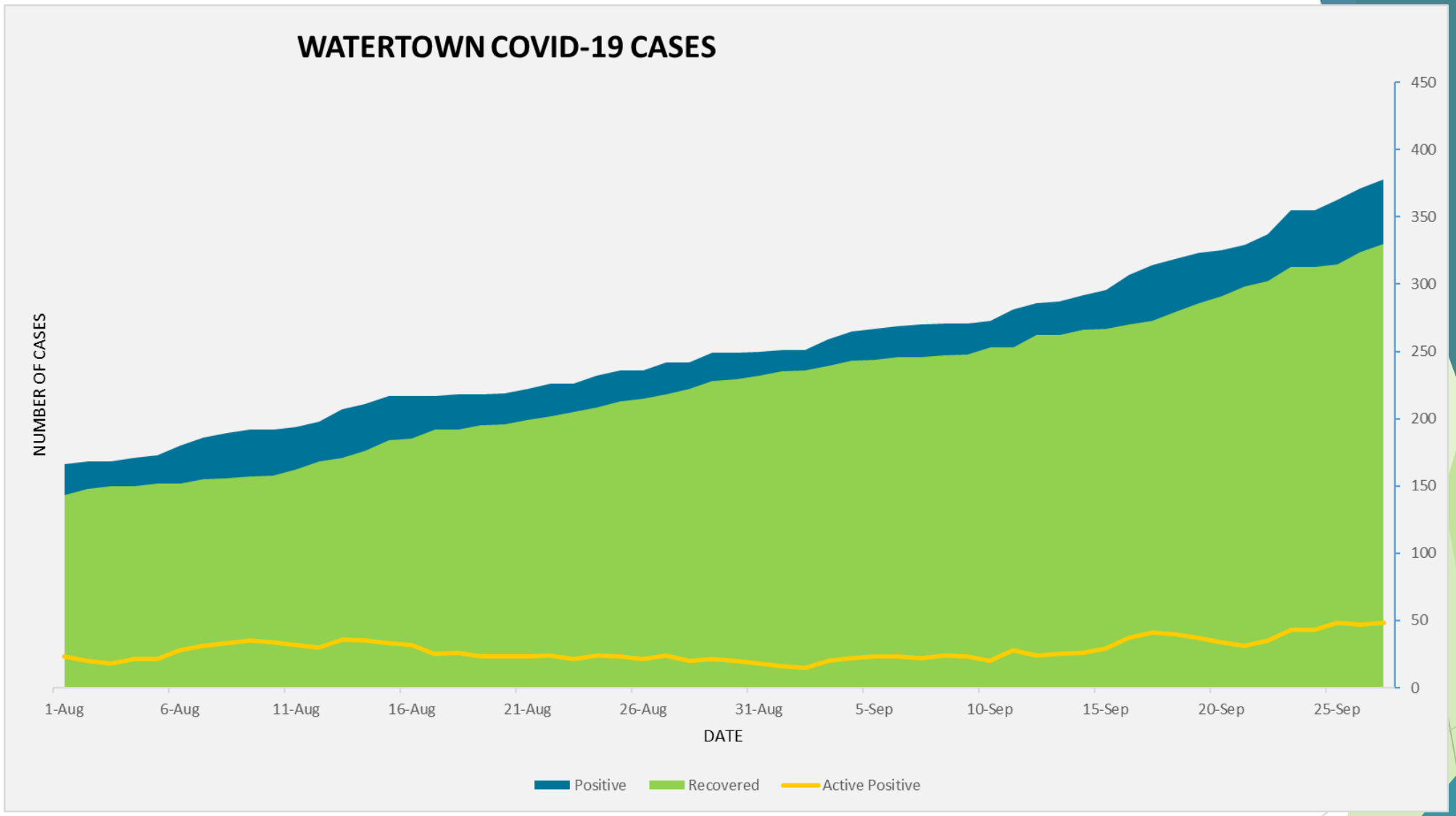

Positive: 378 Recovered: 330 Active Positive: 48

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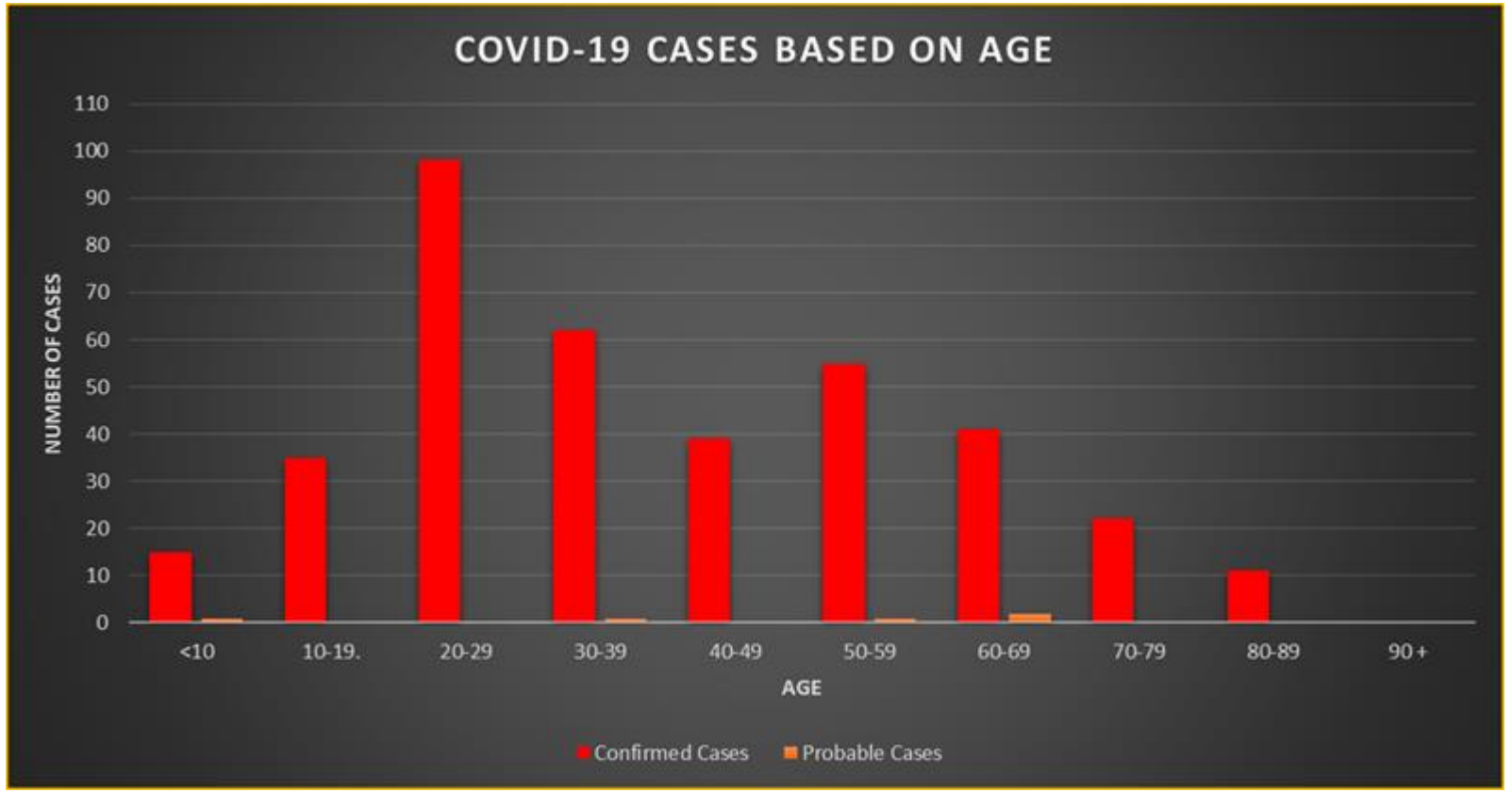

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Where We Are Currently

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Three domains are used when compiling the City's data metrics:

1. Epidemiology: The City must have few enough cases of COVID-19 to be swiftly contained. This is an important parameter, and the thresholds for phased reopening are set a level that align with the progression of the epidemic locally. For percent positivity, the 10% maximum level comes from World Health Organization. However, Watertown is aiming for below 5% because it is where the city has been when the epidemic has been most under control in Watertown.

2. Healthcare: A sustained, high testing level is a critical metric, as testing is how the City detects active infection and prevents transmission of COVID-19. Alongside testing to monitor the course of the epidemic, it is vital that healthcare systems are equipped to manage patient care in the context of a surge caused by COVID-19 as well as protect healthcare workers from infection.

3. Public Health: The City's ability to identify and isolate infections is critical to prevent further spread. Through rapid contact tracing, the City can identify and notify contacts who have been exposed. Through education and isolation assistance, the City can help keep people who test positive and their contacts be separated from others for the duration of the infectious period and lower the risk of spread in the community.

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Watertown COVID-19 Data Metrics

Measure

Percent Positive Tests Below a threshold of 5% for positive tests as a percent of not a case tests averaged across most recent 14-day period. Not is case is defined as the number of individuals who had a negative test result.

Cases per Day Below a low incidence threshold of 0.71 new cases per 100,000 people per day. 0.71 was used based on what the Centers for Disease Control and Prevention (CDC) considers to be low incidence. The CDC defines low incidence as 10 or fewer new cases per 100,000 people over a period of 14 days. This rate is equivalent to 0.71 new cases per 100,000 people per day. Watertown would need 2 or fewer cases per day averaged over 14 days to be at or below the threshold.

Testing Robust testing is in place. Testing is available to all residents with Covid-like symptoms, with priority to vulnerable populations.

Treated without Crisis Care Treat all cases without crisis care, including facility use, staffing, and critical supply. **Positive Healthcare Workers** Stable or decreasing numbers of infected healthcare workers in most recent 14-day period.

Community Spread Proportion of new COVID-19 cases over the most recent 14-day period not linked to a source case.

Surveillance A downward trajectory of COVID-19-like syndromic cases reported within a 14 day- period. This number only considers confirmed positive cases from WEDSS.

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Individual is NOT a known close contact to a COVID-19 case:

Individual	Symptomatic	No Symptoms
Not tested for COVID-19	• The individual must remain home for at least 10 days since the first symptoms began AND be fever free without the use of fever-reducing medications for 24 hours AND with improvement of symptoms. • Siblings and household members should follow the close contact chart below for exclusion. • If diagnosed with another condition that explains the symptoms, such as influenza or strep throat, no isolation or quarantine of close contacts is necessary. Follow guidance from the health care provider and exclusion period of the diagnosed disease as listed on the Wisconsin Childhood Communicable Diseases Wall Chart	May attend school.
Tested and negative for COVID-19	• The individual must be fever free for 24 hours without the use of fever-reducing medications • If diagnosed with another condition, the individual must complete the exclusion period for the diagnosed disease as listed on the Wisconsin Childhood Communicable Diseases Wall Chart. An alternative diagnosis is not required.	May attend school.
Tested and positive for COVID-19	• The individual must isolate at home for at least 10 days since the first symptoms began AND be fever free without the use of fever-reducing medications for 24 hours AND with improvement in symptoms. Repeat testing is NOT recommended for making decisions about when people can return to work or school. • Siblings, household members, and other close contacts should follow the close contact chart below.	• Must isolate at home for 10 days after the day the sample was collected. • Siblings, household members, and other close contacts should follow the close contact chart below.

Individual IS a known close contact to a COVID-19 case:

Individual	Symptomatic	No Symptoms
Not tested for COVID-19	• The individual must quarantine for 14 days after the last contact with the COVID-19 positive person. If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case. • The individual must also remain home for at least 10 days since the first symptoms began AND be fever free without the use of fever-reducing medications for 24 hours AND with improvement of symptoms. • **The criteria in both of the above bullets must be met before returning to school.** • Siblings, household members, and other close contacts should also follow this chart to determine quarantine length.	Must quarantine for 14 days from the date of last exposure before returning to school or day care. If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case.
Tested and negative for COVID-19	• The individual must quarantine for 14 days after the last contact with the COVID-19 positive person. If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case. • The individual must also be fever free for 24 hours without the use of fever-reducing medications AND if diagnosed with another condition, they must complete the exclusion period for the diagnosed disease as listed on the Wisconsin Childhood Communicable Diseases Wall Chart. An alternative diagnosis is not required. • **The criteria in both of the above bullets must be met before returning school.**	Must quarantine for 14 days from the date of last exposure before returning to school or day care. If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case.
Tested and positive for COVID-19	• The individual must isolate at home for at least 10 days since the first symptoms began AND be fever free without the use of fever-reducing medications for 24 hours AND with improvement in symptoms. Repeat testing is NOT recommended for making decisions about when people can return to work or school. • Siblings, household members, and other close contacts should also follow this chart to determine quarantine length.	• Must isolate at home for 10 days from the day the sample was collected. • Siblings and household members and other close contacts should also follow this chart to determine quarantine length.

https://www.dhs.wisconsin.gov/publications/p02757.pdf

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Are any of the following true of your interaction with the contact during your infectious period, regardless of whether the interaction occurred indoors or outdoors?

- ❑ Did you have direct physical contact with the person (e.g., hug, kiss, handshake)?
- ❑ Were you within 6 feet of the person for more than 15 minutes total in a day? (This includes single encounters of more than 15 minutes OR multiple encounters within a single day adding up to more than 15 minutes.)
- ❑ Could the person have had contact with any of your respiratory secretions (e.g. coughed/sneezed on, contact with dirty tissue, sharing a drinking glass, food or towels or other personal items)
- ❑ Do you live with the person or did you stay overnight for at least one night in a household with the person without complete† separation? (See flowchart on page 2)

Yes

Were you and/or the contact wearing a mask or a cloth face covering (e.g., cloth mask, bandana, scarf) during the interaction(s)?*

Yes

Close Contact

No

No

Not a Close Contact

WEDSS reminder:
All close contacts, regardless of what jurisdiction they live in, should be entered in WEDSS on the Intervention Tab as contacts of the Disease Incident (DI). Please be sure to select the appropriate Contact Type (e.g., household contact, close contact). A Contact Investigation (CI) should be created for all close contacts that are WI residents, with the appropriate WI jurisdiction assigned in the CI. Please follow the Interstate Notifications Methods – LTHD alerting DHS for instructions on how to report Non-WI close contacts.

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Implementation of Key Mitigation Strategies

-Flexibility
-Staggered start
-Youngest learners first
-Aligned with the virus incubation period 14 days for youngest grades
-Infection control protocols in place

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Decision-Making Criteria
City of Watertown Reopening Phases

The City of Watertown Reopening Phases is updated weekly according to the following criteria:

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Decision-Making Criteria
City of Watertown Reopening Phases

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Watertown Reopening Phased Plan

Recommendations

Action	SAFER AT HOME	PHASE ONE	PHASE TWO	PHASE THREE	PHASE FOUR
Phase progression	Most Restrictive	If major outbreaks occur, enact all measures possible to stay within current phase and consider return to previous phase			New Normal
Benchmarks to Meet to Move to Next Phase. Assess at 14 days after implementation of each phase. If criteria are not met after 14 days, assess regularly until criteria are met.	If all benchmarks are at least yellow, move to Phase 1.	If 50% of benchmarks that entered Phase 1 as Yellow improve to Green and there are no Red, move to Phase 2.	If benchmarks are all Green, move to Phase 3.	Continue in this phase until widespread protections are available.	To be determined
General guidance for all City of Watertown residents: Physical Distancing and Protective Measures* *Individuals who are at higher risk should consider taking additional precautions; telework & tele-education is encouraged **Guidance to follow:** WEDC: https://wedc.org/reopen-guidelines/ CDC: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html DHS: https://www.dhs.wisconsin.gov/covid-19/protect.htm					
Wash hands often	Yes	Yes	Yes	Yes	Yes
Cover coughs	Yes	Yes	Yes	Yes	Yes
Don't go out if ill, contact provider about being tested for COVID-19	Yes	Yes	Yes	Yes	Yes
Use of mask or cloth face covering	Yes	Yes	Yes	Yes	Yes
Surface and object cleaning	Yes	Yes	Yes	Yes	Yes
Isolation of positive cases	Yes	Yes	Yes	Yes	Yes
Quarantine of contacts of positive cases	Yes	Yes	Yes	Yes	Yes
Voluntary quarantine of travelers from high-risk areas	Yes	Yes	Yes	Yes	Yes
Physical distancing to 6 feet	Yes	Yes	Yes	Yes	Yes

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Decision-Making Criteria
Additional Factors to Consider

	Full Virtual – All key safety protocols implemented	Full Blended – All key safety protocols implemented	Partial Blended/Partial Face-to-Face – All key safety protocols implemented	Full Day Face-to-Face – All key safety protocols implemented	Full Day Face-to-Face - safety protocols modified
Safer at Home	X				
Phase 1	X	X	X		
Phase 2	X	X	X	X	
Phase 3		X	X	X	
Phase 4				X	X

Considerations for Moving Among Models in Conjunction with Other Factors

	Watertown Reopening Phase	Students/staff out with COVID-like symptoms or in quarantine or isolation – percent above baseline percentages.
Virtual to Blended	In Phase 1-4	
Blended to Face-to-Face	In Phase 2-4	2.5% to 5% sustained
Face-to-Face to Blended	Downgrade to Phase 1	5% to 7.5% sustained
Blended to Virtual	Downgrade to Safer at Home	7.5% or higher sustained
Face-to-Face to Virtual	Downgrade to Safer at Home	7.5% or higher sustained

*All decisions will be made in consultation with the Watertown Public Health Department
*Percentages are those above baseline/exceeding the regular daily attendance rate for COVID symptoms only.

Attendance Tracker

School Data Tracking Tool - Enter Data in the sections below with a Green Header. Children should be counted as having COVID-like illness if students are absent or sent home with any type of illness symptoms

Enter Information About School or District Below											
Number of Students in School or District --->				Set Percentages Here --->	Alert Level	Caution Level	Warning Level				
Number of Staff in School or District --->					2.5%	5%	7.5%				
Date	Number of Students Absent with COVID-like symptoms	Number of Staff out with COVID-like symptoms	% of Students Absent with COVID-Like Symptoms	% of Staff out with COVID-like symptoms	Student Alert Level	Student Caution Level	Student Warning Level	Staff Alert Level	Staff Caution Level	Staff Warning Level	
	Enter data into the cells below		Do not enter data into the cells below, they will autocalculate								

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Next Steps

Questions/Feedback

- These are challenging times, and we all want what is best for our children and our families.
- We are all in this together.
- Thank you for your support and your cooperation!

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