# Roadmap to Readiness

July 2020

2020-2021 School Reopening Plan

**MPS** **MILWAUKEE PUBLIC SCHOOLS**

# Introduction

The COVID-19 pandemic has disrupted how Milwaukee Public Schools (MPS) delivers instruction to students. The pandemic has also created uncertainties as to what K-12 education will look like in the near future. MPS administration, staff, community partners, and district families and students have come together to re-envision how education will work and look for our students in the fall. MPS is committed to ensuring that all students receive a quality education in a safe and healthy learning environment.

MPS remains in constant communication with state and local health officials, and following guidance from the Centers for Disease Control and Prevention (CDC) regarding the community's ability to return to a safe school start. The district is taking into consideration the guidance of the Wisconsin Department of Public Instruction (DPI) regarding student education for the 2020-2021 school year.

MPS continues to discuss the new K-12 educational landscape with area school districts, as well as with member school districts of the Council of the Great City Schools. The district also has researched and reviewed considerations and best practices outlined in plans from other states, school districts, and other educational bodies. MPS continues to identify challenges and opportunities, as well as best practice solutions to ensure that the needs of all students and staff are met.

Regardless of how the district determines to move forward in the fall, MPS is committed to every student and will maintain our mindset that students come first as decisions are made and challenges and opportunities are met. Now more than ever, wherever students are learning is the most important place in the district.

This reopening plan outlines processes and procedures that can be implemented and expanded upon for the upcoming school year. As the COVID-19 pandemic evolves, MPS will continue to plan and adjust as needed.

# Timeline
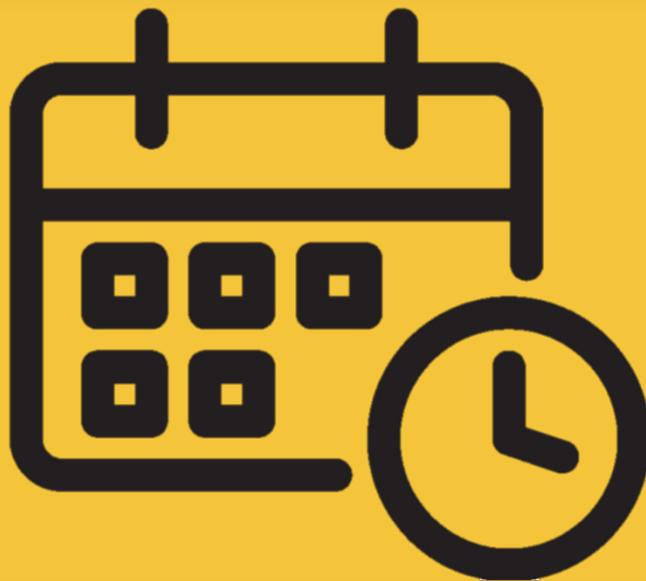
# Timeline

The following dates are related to the school and district closure since the beginning of the pandemic.

## MARCH 3-11, 2020

➔ Communications were sent to district families and staff members regarding the current state of COVID-19 and reassurance that the district was closely monitoring the health crisis.

## MARCH 12, 2020

➔ Wisconsin State Governor Tony Evers declares a public health emergency in the state of Wisconsin due to the COVID-19 pandemic.
➔ MPS cancels all district sponsored out-of-state travel through the end of spring break (April 13, 2020) and encourages families and staff to avoid nonessential out-of-state travel. Several MPS and Milwaukee Recreation events were also cancelled.

## MARCH 13, 2020

➔ Wisconsin State Governor Tony Evers announced the closure of all Wisconsin schools due to the COVID-19 pandemic.
➔ MPS announces the district closure starting March 16.
➔ 20 locations were identified to distribute healthy meals and instructional materials.
➔ Updates were shared with district families and staff about the 20 Stop, Grab, and Go locations starting March 16.
➔ Staff were identified to support schools and the district during the closure.

## MARCH 16, 2020

➔ 20 Stop, Grab and Go sites began distribution to students and families.

## MARCH 17, 2020

➔ Wisconsin State Governor Tony Evers directed the Department of Health Services (DHS) Secretary-designee Andrea Palm to issue an agency order prohibiting mass gatherings of 10 people or more to slow the spread of COVID-19.

## MARCH 23, 2020

➔ Milwaukee Mayor Tom Barrett, issues a "stay at home" order that would take effect Wednesday, March 25 with no end date.

## MARCH 24, 2020

➔ Wisconsin Governor Tony Evers issued statewide "safer at home" orders. Wisconsin residents were asked to stay at home effective March 25 until April 24, 2020, per the governor's order.

## MARCH 25, 2020

➔ MPS announced that all schools will remain closed until further notice. Stop, Grab and Go sites continue Monday through Friday from 11:00 a.m. to 1:00 p.m. Additional resources were shared with district families.

## APRIL 1, 2020

➔ A survey was launched to assess student devices and internet access.

## APRIL 14, 2020

➔ The district provided new online learning resources to support students and families.
➔ Families were notified about the distribution dates for chromebooks.

## APRIL 16-24, 2020

➔ Devices were distributed on April 16 and 17 for high school students, April 20 for middle school students and April 22, 23, 24 for elementary school students.

## APRIL 20, 2020

➔ Professional development (PD) to support and facilitate online learning opportunities are provided to staff.
➔ Five additional Stop, Grab and Go locations were added.

## APRIL 23, 2020

➔ The Milwaukee Board of School Directors approved items relating to the MPS 2019-2020 grading, promotion and graduation plan.

## MAY 13, 2020

➔ The Wisconsin Supreme Court invalidated the Safer at Home order issued by the Wisconsin Department of Health Services, with the exception of the provisions that closed schools for direct student instruction for the remainder of this school year.

## MAY 26, 2020

➔ The district remains closed to the public. Some staff returned to work at their physical location.

## JUNE 22, 2020

➔ The Wisconsin Department of Public Instruction releases guidelines for Wisconsin schools to reopen in the fall.
➔ Work groups were created to discuss and plan for the 2021 school reopening.

## JUNE 29, 2020

➜ The district launched a survey to students, family and staff relating to school reopening in the fall.

## JUNE 30 - JULY 13

➜ Stakeholder work groups met to develop recommendations for a safe reopening.
➜ Reviewed survey feedback related to the school reopening.

## JULY 16, 2020

➜ Meeting scheduled with the Milwaukee Board of School Directors to discuss the 2020-2021 school reopening plan.

# Guiding Principles

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These guiding principles provided direction for MPS in the planning process to ensure a safe restart to school.

- **Health and safety**
- **Quality Instruction**
- **Student and Staff Support**
- **Efficient and Safe Operations**
- **Effective Communication**

# Health Overview
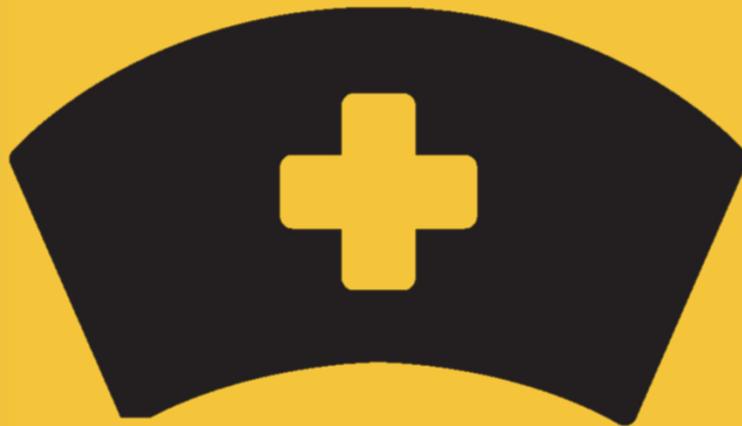
# Health Overview

[The American Academy of Pediatrics (AAP)](#) strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school. Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech therapies, mental health services, and opportunities for physical activity, among other benefits. Although many questions remain, the preponderance of the evidence indicates that children and adolescents are less likely to be symptomatic and less likely to have severe disease resulting from COVID-19 infection. In addition, children may be less likely to become infected and to spread infection.

The goal of mitigation strategies in areas with local COVID-19 transmission is to slow the spread and to protect all individuals, including those at risk for severe illness as well as individuals with disabilities, while minimizing the negative impacts of these strategies. MPS has both vulnerable students and staff who will be in attendance daily at schools or district offices. Vulnerable students and staff are those with underlying medical conditions and staff members that are older. Everyday preventive actions for all populations (hand hygiene, covering coughs and sneezes, cleaning and disinfecting often, avoid close contact, wearing a face covering in public,, staying home if you are sick) will help to prevent the spread of COVID-19. Continued guidance from the Centers of Disease Control (CDC), Wisconsin Department of Health Services (DHS), Department of Public Instruction (DPI) along with communication with the Milwaukee Health Department (MHD) is essential in determining plans to move forward with bringing students back to school safely.
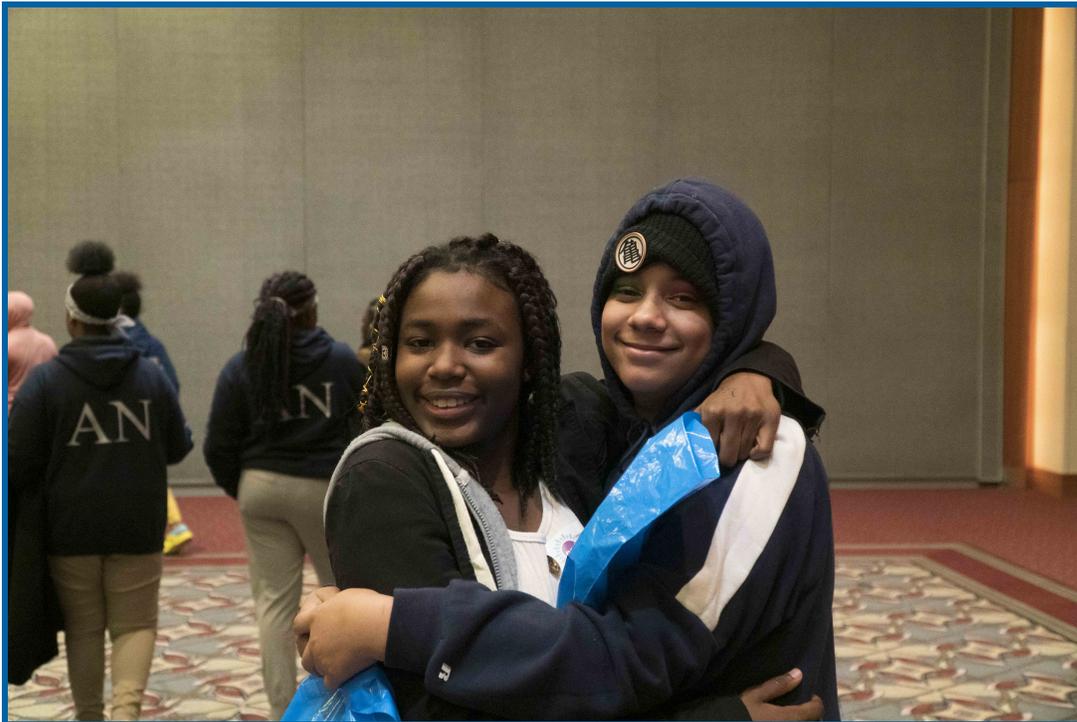
# Stakeholder and Work Group Engagement

# Stakeholder and Work Group Engagement

The feedback from our community partners, district families, students and staff is incredibly valued and an essential part of building a reopening plan. All groups were engaged with by district leaders to determine the best options for returning to school. Engagement was conducted by focus groups, group conversations and surveys.

Milwaukee Public Schools has been engaging with our partners and stakeholders to gather feedback and views on challenges that they have either experienced or that someone they know has experienced. We have also been seeking solutions and ideas that are viable in putting the reopening plan together. Stakeholders met to gather feedback and additional insight on the charges below.

**Health and Safety**
Charge: To find consensus about appropriate safety measures and procedures at school sites to help protect the health and safety of students and staff.

**Academics**
Charge: To find consensus about consistent, academic expectations with accountability measures in place to ensure a proper standard of care for all students.

**Classroom and Schoolwide Supports**
Charge: To identify mental health and special education challenges that some students and staff may face during this time and to collaboratively identify ways to support students and staff to assist with dealing with those challenges.

**Professional Development**
Charge: To find consensus about the PD needed to properly equip staff for educating students in a virtual or blended model. To find consensus about the PD needed to ensure parents can effectively assist their children in virtual or blended learning.

**School Operations**
Charge: To find consensus about school operations and school operational support systems.

**Communications**
Charge: To keep students, families, and staff informed and engaged during all parts of the reopening planning process.

All work group notes and meeting recordings were made available to the public on a separate webpage for easy navigation and accessibility.

**The stakeholder groups that we have reached out to include:**

- Administrators and Supervisors Council (ASC)
- Black Educators Caucus
- Common Ground
- District Advisory Council (DAC)
- District Families
- Leaders Igniting Transformation (LIT)
- League of United Latin American Citizens (LULAC)
- Local 420
- Milwaukee Inner-City Congregations Allied for Hope (MICAH)
- Milwaukee Teachers' Education Association (MTEA)
- Principals
- Psychologists Association of Milwaukee (PAMPS)
- Staff
- Students
- Youth Empowered in the Struggle (YES)

**Participants**

The district is grateful to all who participated by completing a survey and/or offering other feedback. The district would also like to recognize individuals who are work group members. Please forgive us if your name is not listed. (Note that some members provided email addresses instead of full names, which are indicated with an "@.")

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Dillman, Kurt
Dinkins, Toni
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Hartwig, Todd
Hauser, Christopher
Hawkins, Janel
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Kuether, Deborah
Lenski, Michelle
Litzsey, Brian
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Pinter, Travis
Pitchford, Denise
Radtke, Dena
Reed, Latish
Reuter, Sarah
Reyes, Maya
Rian, Eric
Riojas, John
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The district would also like to acknowledge the work of the communications team in compiling this document.

# What We Learned

# What We Learned

**Work Group Feedback**

In reviewing the feedback from the work groups and other communication methods with internal and external stakeholders, a number of themes have emerged that need to be considered:

**Clear Expectations**
- Consistent expectations across the district – both with staff and students/families
- Strong PD for staff.
- Inequity of instruction across the district. Delivery of on-line instruction has not been consistent among teachers.
- Remote learning has not worked very well for many of our families. There have been a number of barriers such as technology issues, understanding how to use the technology, reaching the teacher.
- Staff need to return to their buildings to ensure consistency.
- Teachers need to be able to plan and collaborate with each other and with building leaders.
- Leaders need more time to work with staff, especially if remote learning continues (even in a blended model).
- Consistent schedule for students to know when their teacher will be giving lessons and be able to have interaction with them each day.
- Staff accountability.
- Consistent student-to-student and student-to-staff interaction and socialization.
- Parents want to hear from their schools as well as the district.

**Communications**
- We need a strong communication plan that keeps all stakeholders informed.
- The plan needs to be communicated early for families to plan.
- More frequent communications are needed, especially from schools.
- Ensure translation of communication materials to languages frequently used by students and families.
- Families want to hear from school based staff.
- Consistent communications, weekly preferred and at the same day and time each week.

**Family Support Needs**
- Childcare concerns.
- Access to technology and internet for all students and staff.
- Professional development and technology support for students and families.
- Continue to offer breakfast and lunch offerings (and possibly expand into dinner) during remote learning.
- Availability of extracurricular activities (e.g., sports, clubs, etc.).
- Consider the learning style of the students.

**Health and Safety**
- Safety and health of families and staff. Concerns for social distancing, PPE, sanitizing and disinfecting are rising to the top.
- Social distancing with transportation and in schools.
- Will MPS be checking temperatures each day on the bus and at school?
- What happens if a student or staff member shows signs of COVID-19?

**Specialized Services**
- Mental health services and resources.
- Social emotional support.
- Meeting the needs of students with special education needs.

**Staffing Considerations**
- Assessing the teacher pool for adequate staffing, especially to handle a blended model.
- Determine the role of non-teaching staff during remote learning.

The stakeholder groups have offered a variety of rich insights into this plan and have offered to continue to assist with the development and implementation of the plan. We will continue our discussion with the stakeholder groups as we move through this process.

## Survey Input

Milwaukee Public Schools sent surveys to families, students, and staff to ensure that there was an opportunity throughout the reopening plan development to help inform a plan that keeps safety and shared interest of our whole community in mind. Both surveys were promoted via email, social media, MPS app, audio and text messages, mailed, and in the media. Surveys were mainly taken in electronic format online however numerous paper versions were received via mail to the district office.

The following overview of the School Reopening Survey looks at the perspective of parents, students, and staff. There was a parent and student version as well as a staff version with some overlap but also some differences that will be highlighted below. The surveys opened on June 29, 2020. The data presented is reflective through July 12, 2020.

In an analysis of the comment sections, virtually every comment was related in some form to health and safety issues surrounding the COVID-19 pandemic. Risk of infection and the impact that COVID-19 would have or is having on our parents and student families as well as MPS staff families is a major concern.

The following data highlights key contextual perspectives to the MPS school reopening plan. A full breakdown of the survey follows.

**31,350 Responses Total**
- 20,036 Parent Responses
- 3,334 Student Responses
- 6,705 Staff Responses
- 1,275 Others

**Grade Level of the Students Represented**

- Pre K – 5
  - 45.8% Parents
  - 6.9% Students
- 6-8
  - 24.9% Parents
  - 16.2% Students
- 9-12
  - 29.3% Parents
  - 76.9% Students

**Staff Positions Represented**
- 47.0% Classroom Teachers
- 11.0% Paraprofessionals
- 4.0% School Administrators
- 38.0% Other Staff

**Languages Represented**
- 97.5% English
- 3.5% Spanish
- < .01% Hmong
- < .01 % Myanmar

# When Should Schools Reopen?

**42.9 %** of Parents indicated September 8 for all schools
**43.2%** of Students indicated keeping the current two calendars start times
**30.7%** of Staff indicated September 8
**29.6%** of Staff also indicated the preference for the current two calendars start times
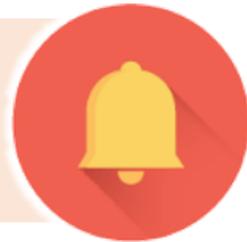
# Comfort Returning to Buildings this Fall

**Comfortable**
- 16.3% Parents
- 33.3% Students
- 15.7% Staff

**Not at all Comfortable**
- 46.1% Parents
- 25.8% Students
- 30.5% Staff

# School Reopening Options: Top Choices

**All students in school five days a week, with a virtual option for families who do not want their children to return in person**
- 76.5% Parents
- 78.0% Students

**Alternate two days in-person and the rest virtual**
- Ranked first choice by staff overall

# School Reopening Survey for Parents and Students

## Count

24,635

Count

0                                                100

## Participants   24,635 Responses

| Category | Percentage |
|---|---|
| Other | 5.2% |
| Parent / Guardian | 81.3% |
| Student | 13.5% |
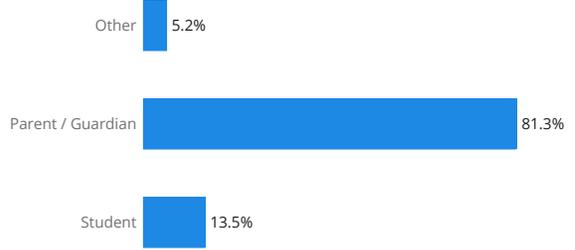
## Grade Levels Represented by the Respondents

23.9%
41.7%
34.5%

- Middle (grades 6-8)
- High (grades 9-12)
- Elementary (grades Pre-K - 5)
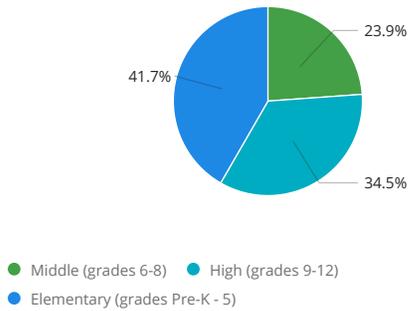
## Participation in the Following:

| Category | Percentage |
|---|---|
| Advanced Placement (AP) | 8% |
| Bilingual / English ... | 14% |
| Career and Technical ... | 2% |
| Fine Arts | 6% |
| Gifted and Talented | 6% |
| Immersion | 9% |
| International ... | 13% |
| Montessori | 13% |
| Other: | 7% |
| Special Education | 22% |

## Comfort Returning to Buildings this Fall

| Category | Percentage |
|---|---|
| Not at all comfortable | 43.6% |
| Somewhat comfortable | 38.0% |
| Very comfortable | 18.4% |

## When should schools reopen in the fall?

| Category | Percentage |
|---|---|
| Keep the current two calendars (Early Start ... | 25.7% |
| All schools starting August 17 (the Early Start ... | 12.2% |
| All schools starting September 1 (the ... | 21.4% |
| All schools starting September 8 | 40.7% |

## Most Important to be Successful

**Most important to be successful? (Ranked 1-5 Lowest Average = Highest Rank)**

| Sources | Average ▲ |
|---|---|
| A consistent schedule that is easy to access | 2.46 |
| Consistent communication from the teacher and principal | 2.60 |
| An environment as close to traditional school as possible (daily schedule, live lessons) | 2.69 |
| More interaction with the teacher and other students | 3.31 |
| Help with technology | 3.94 |

# How Schooling May Look

### All students in school five days a week
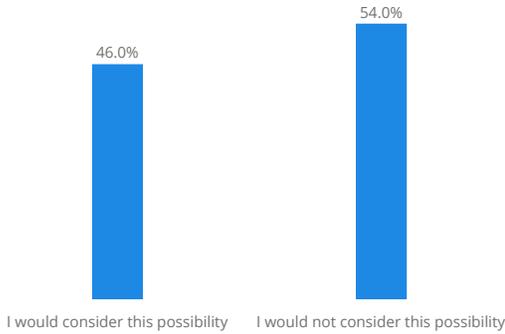


46.0% — I would consider this possibility
54.0% — I would not consider this possibility

### All students in school five days a week, with a virtual option for families who do not want their children to return in person



75.6% — I would consider this possibility
24.4% — I would not consider this possibility

### All students alternate two days a week in person, virtual the other days



55.1% — I would consider this possibility
44.9% — I would not consider this possibility

### All students alternate one week in person, one week virtual



45.1% — I would consider this possibility
54.9% — I would not consider this possibility
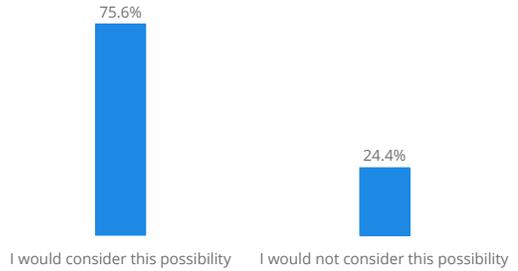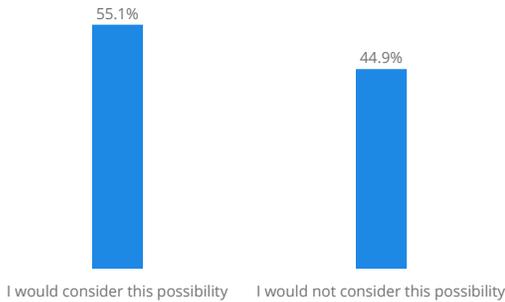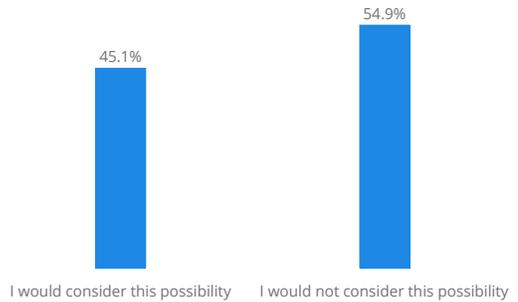
### Elementary students in person five days a week, secondary students virtual learning five days a week



35.0% — I would consider this possibility
65.0% — I would not consider this possibility
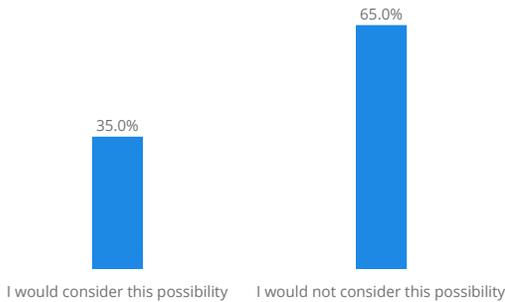
### Completely virtual for all students



53.3% — I would consider this possibility
46.7% — I would not consider this possibility
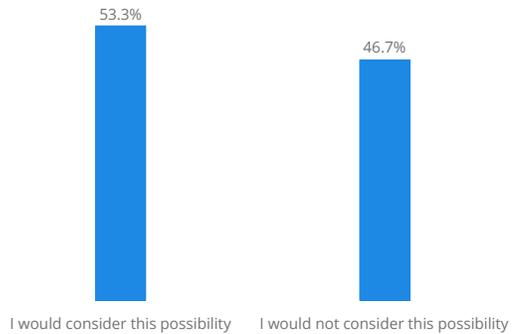
# Health and Saftey

## The school is thoroughly cleaned at least once a day.

- Not important: 1.1%
- Somewhat important: 5.5%
- Very important: 93.5%
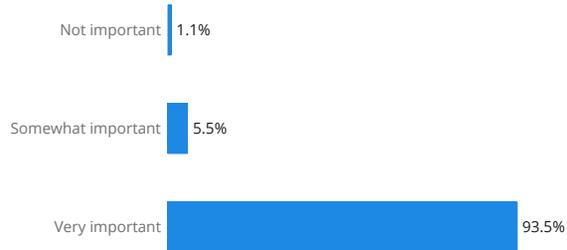
## Students and staff maintain physical distancing throughout the day.

- Not important: 4.9%
- Somewhat important: 22.2%
- Very important: 72.9%
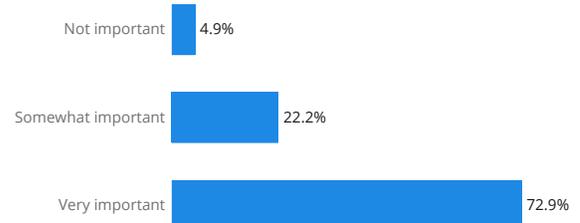
## Students and staff are required to wear masks during the school day.

- Not important: 11.4%
- Somewhat important: 22.5%
- Very important: 66.0%
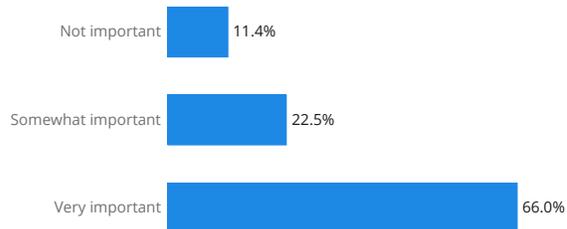
## Student and staff temperatures are checked before entering the school.

- Not important: 7.0%
- Somewhat important: 18.5%
- Very important: 74.5%
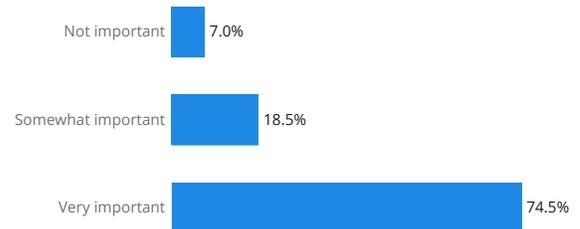
## Students and staff regularly wash hands.

- Not important: 0.6%
- Somewhat important: 2.8%
- Very important: 96.5%
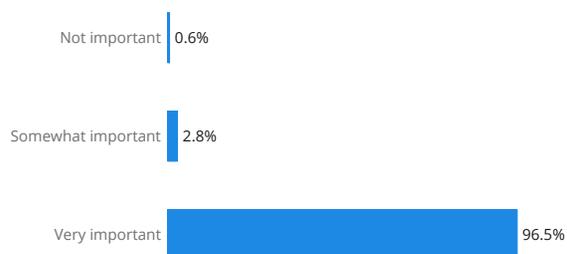
## Hand sanitizer is provided in each classroom and frequently used.

- Not important: 1.1%
- Somewhat important: 5.0%
- Very important: 93.9%
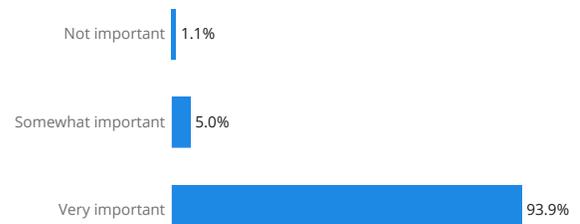
## Visitors and volunteers are limited on campus.

- Not important: 4.7%
- Somewhat important: 17.9%
- Very important: 77.4%
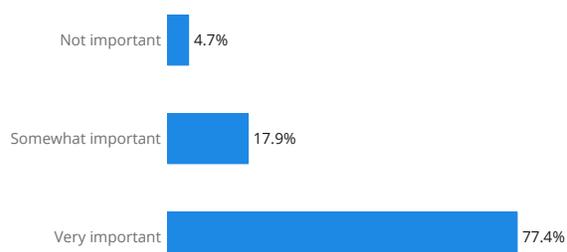
## The number of students in each class is reduced by 50% through alternating schedules.

- Not important: 12.5%
- Somewhat important: 20.9%
- Very important: 66.7%
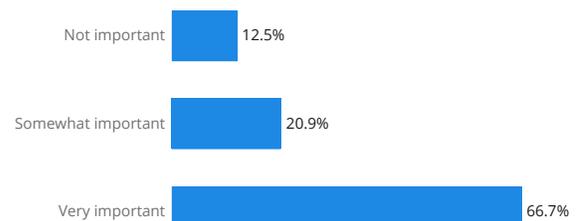
**Students only interact with those in their assigned class(es).**

Not important — 14.8%
Somewhat important — 25.1%
Very important — 60.1%
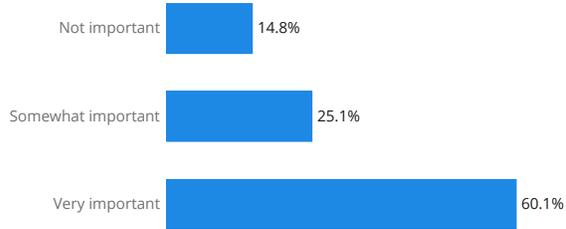
**Materials shared among students are cleaned in between use.**

Not important — 3.1%
Somewhat important — 11.6%
Very important — 85.2%
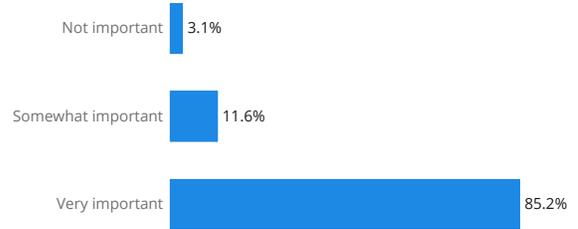
**School buses run at half capacity.**

Not important — 15.4%
Somewhat important — 23.1%
Very important — 61.5%
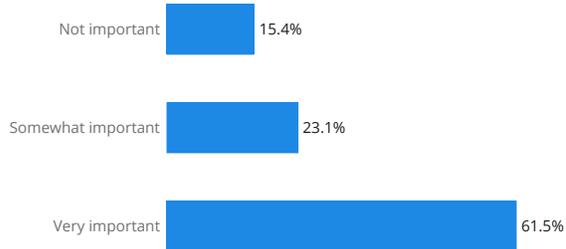
**Bus drivers and students wear masks on buses.**

Not important — 10.0%
Somewhat important — 14.4%
Very important — 75.5%
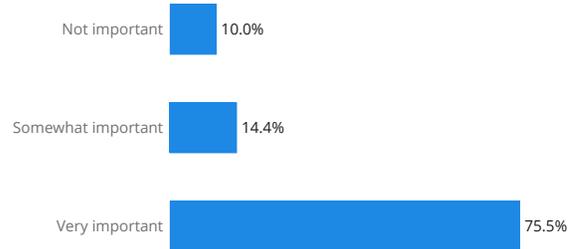
# Before and After School Programs

**If we return to in-person learning, will you / your child need to attend a before- or after school program on the days they are in school?**

No — 52.1%
Unsure — 25.4%
Yes — 22.4%

# Transportation

24,635

0    Count    100

## Transportation Needs

| | |
|---|---|
| Does not need transporation | 49.4% |
| Needs the bus but hesitant | 23.8% |
| Would use the bus if avaiablee | 26.8% |

## Buses Run at Half Capacity

| | |
|---|---|
| Not important | 15.4% |
| Somewhat important | 23.1% |
| Very important | 61.5% |
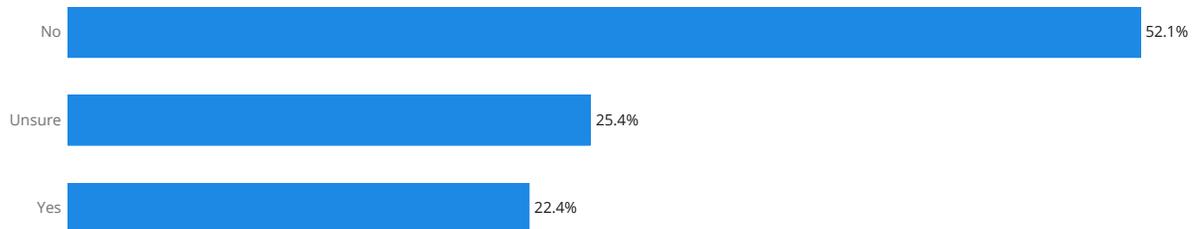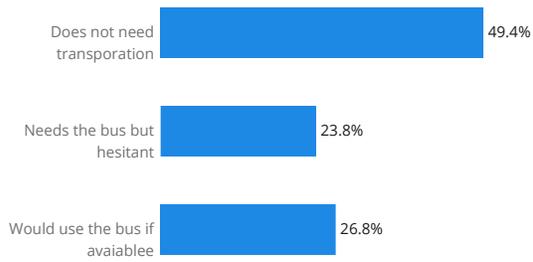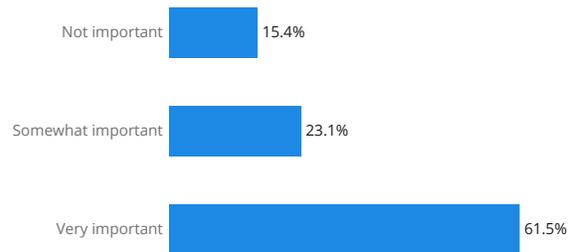
## Students and Drivers Wear Masks on Buses

| | |
|---|---|
| Not important | 10% |
| Somewhat important | 14% |
| Very important | 76% |

Comment topics are not mutually exclusive.
Many comments include many if not all the topics listed below.
The sentiment bar ranges from negative, declarative and reactionary comments
(**red**) to positive and proactive comments (**blue**).

## How comfortable are you returing to a school building? Why?

| Topics | Count | Sentiment |
|---|---|---|
| Comments about the Vulnerable (C... | 2495 | |
| Comments about Health and Safety | 7519 | |
| Comments about Social Distancing | 2991 | |
| Comments about Childcare | 1476 | |
| Comments about In-Person Instruc... | 4075 | |

● Negative  ● Mixed  ● Neutral  ● Positive

## School may look diferent: Comments?

| Topics | Count | Sentiment |
|---|---|---|
| Comments about Returning to Sch... | 2376 | |
| Comments about Childcare | 1736 | |
| Comments about Virtual Learning | 3715 | |
| Comments about Special Education | 283 | |
| Comments about Health and Safety | 2195 | |

● Negative  ● Mixed  ● Neutral  ● Positive

## Is there anything else you would like to share?

| Topics | Count | Sentiment |
|---|---|---|
| Comments about the Vulnerable (C... | 881 | |
| Comments about School Reopening | 8090 | |
| Comments about In-Person Instruc... | 963 | |
| Comments about Childcare | 1251 | |
| Comments about Technology and ... | 698 | |
| Comments about Planning Ahead | 856 | |
| Comments about Health and Safety | 2785 | |
| Comments about Special Education | 280 | |

● Negative  ● Mixed  ● Neutral  ● Positive

# School Reopening Survey for Staff

## Count

**6,705**

0     Count     100

## Position

| | |
|---|---|
| Classroom teacher: … | 13% |
| Classroom teacher: … | 9% |
| Classroom teacher: … | 12% |
| Classroom teacher: … | 13% |
| Other support staff … | 17% |
| Other: | 14% |
| Paraprofessional | 11% |
| School administrator | 4% |
| Support staff based out … | 7% |

## Programs you support or teach

| | |
|---|---|
| Advanced Placement (AP) | 4% |
| Bilingual/English … | 14% |
| Career and technical … | 4% |
| Fine arts | 6% |
| Gifted and talented | 4% |
| Immersion | 4% |
| International … | 7% |
| Montessori | 6% |
| Other: | 13% |
| Special education | 39% |

## When should schools reopen in the fall?

| | |
|---|---|
| Keep the current two calendars (early start on … | 29.6% |
| All schools starting August 17 (the early start … | 15.1% |
| All schools starting September 1 (the … | 24.6% |
| All schools starting September 8 | 30.7% |

# How successful was the implementation of the following things?

## Check in-calls with students

| | |
|---|---|
| Successful | 22.4% |
| Minor Challenges | 28.0% |
| Significant Challenges | 25.6% |
| Unsuccessful | 5.1% |
| Not applicable | 15.2% |
| I did not know about this | 3.7% |

## Daily learning schedules

| | |
|---|---|
| Successful | 20.1% |
| Minor Challenges | 23.7% |
| Significant Challenges | 23.3% |
| Unsuccessful | 7.5% |
| Not applicable | 20.5% |
| I did not know about this | 4.9% |

## Content and curriculum modules provided by the district

- Successful — 20.4%
- Minor Challenges — 22.4%
- Significant Challenges — 16.6%
- Unsuccessful — 8.8%
- Not applicable — 24.0%
- I did not know about this — 7.9%

## Use of Google Classroom

- Successful — 39.8%
- Minor Challenges — 23.5%
- Significant Challenges — 12.4%
- Unsuccessful — 4.0%
- Not applicable — 17.2%
- I did not know about this — 3.1%
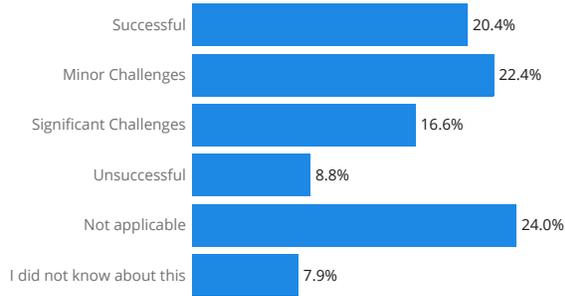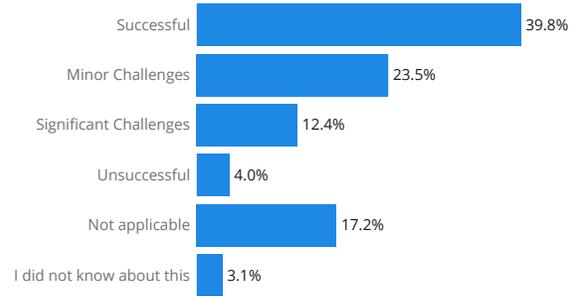
## Real-time instruction via video such as Zoom or Google Meet

- Successful — 25.2%
- Minor Challenges — 24.3%
- Not applicable — 19.3%
- Unsuccessful — 7.9%
- Significant Challenges — 19.6%
- I did not know about this — 3.8%
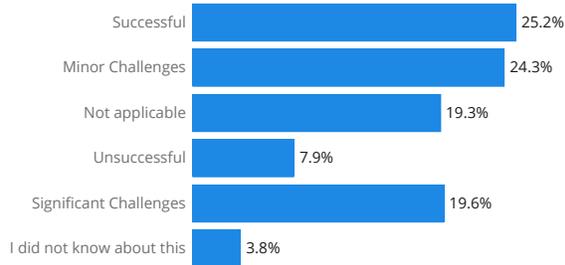
## Connecting with parents/guardians on distance learning supports

- Successful — 21.2%
- Minor Challenges — 28.8%
- Significant Challenges — 27.9%
- Unsuccessful — 4.9%
- Not applicable — 14.0%
- I did not know about this — 3.2%
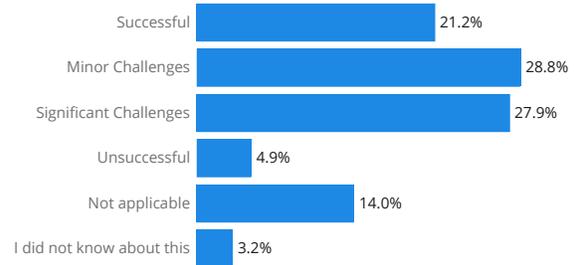
## Supporting students and families with non-academic needs

- Successful — 29.0%
- Minor Challenges — 27.0%
- Significant Challenges — 18.1%
- Unsuccessful — 4.0%
- Not applicable — 17.7%
- I did not know about this — 4.2%
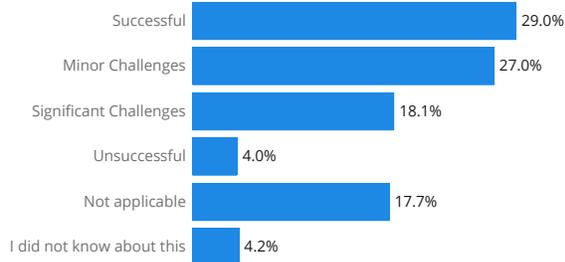
## Collaboration with teachers, principal, and other school-based staff

- Successful — 58.0%
- Minor Challenges — 21.9%
- Significant Challenges — 7.7%
- Unsuccessful — 2.4%
- Not applicable — 7.5%
- I did not know about this — 2.5%
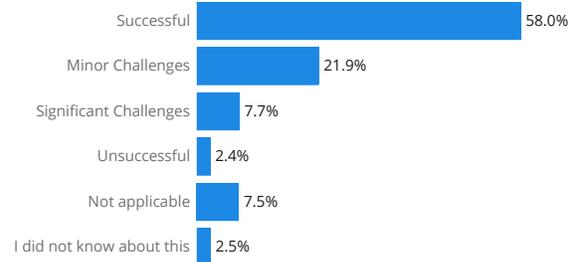
# How satisfied are you with the support you received from MPS?

## Communication from the district leadership

- Very satisfied — 24.0%
- Mixed experience — 49.5%
- Not satisfied — 21.7%
- Not Applicable applicable to me — 4.8%
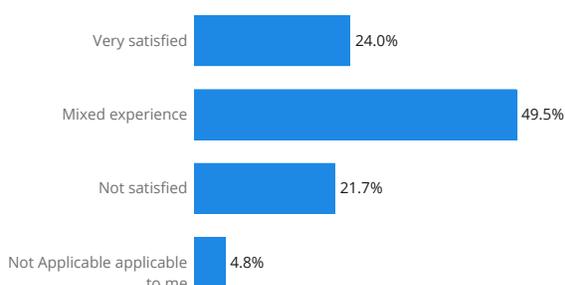
## Communication from my school leadership

- Very satisfied — 49.9%
- Mixed experience — 31.2%
- Not satisfied — 10.7%
- Not Applicable applicable to me — 8.2%
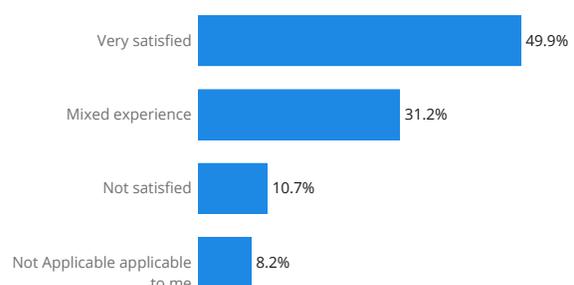
## Technology support for my device and applications

| | |
|---|---|
| Very satisfied | 38.6% |
| Mixed experience | 31.3% |
| Not satisfied | 12.5% |
| Not Applicable applicable to me | 17.6% |
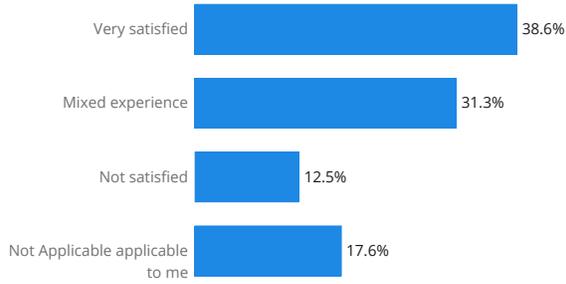
## Support with social and emotional wellness

| | |
|---|---|
| Very satisfied | 32.3% |
| Mixed experience | 34.6% |
| Not satisfied | 14.6% |
| Not Applicable applicable to me | 18.4% |
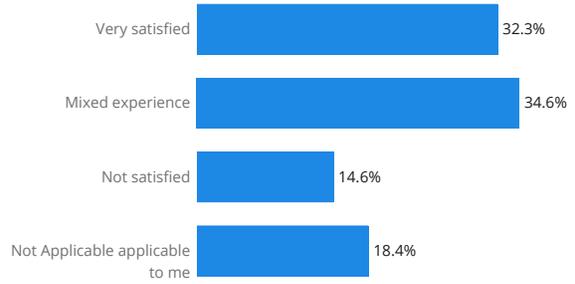
## Accommodation of my unique circumstances during this pandemic

| | |
|---|---|
| Very satisfied | 28.1% |
| Mixed experience | 33.8% |
| Not satisfied | 11.7% |
| Not Applicable applicable to me | 26.4% |
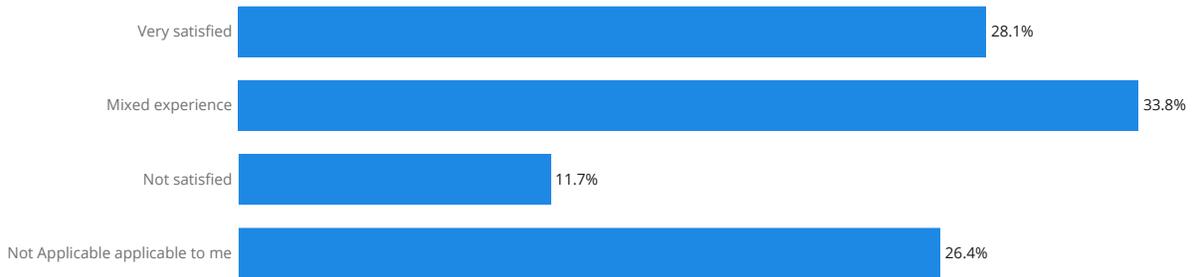
# Engaging Parents / Guardians

## In your role, did you engage directly with parents and/or guardians during the period of distance learning?

| | |
|---|---|
| Yes | 77.0% |
| No | 23.0% |
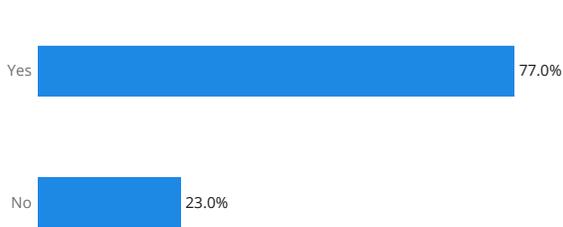
## How frequently did you engage directly with parents and/or guardians during the period of distance learning?

| | |
|---|---|
| Daily | 23.0% |
| A couple of times a week | 32.3% |
| About once a week | 19.7% |
| Only a few times | 17.0% |
| Other: | 8.1% |
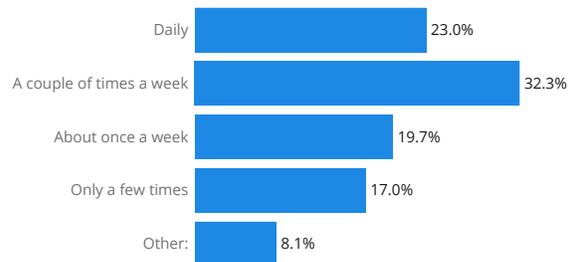
## Which of the following communication methods did you find most effective for engagement with parents and/or guardians (choose up to three):

| | |
|---|---|
| Phone calls | 3,773.0 |
| Email | 3,129.0 |
| Text messages | 2,733.0 |
| A messenger tool like Remind | 1,330.0 |
| Virtual office hours | 955.0 |
| Other: | 911.0 |
| Facebook or other social media | 458.0 |
| In person (if applicable) | 427.0 |
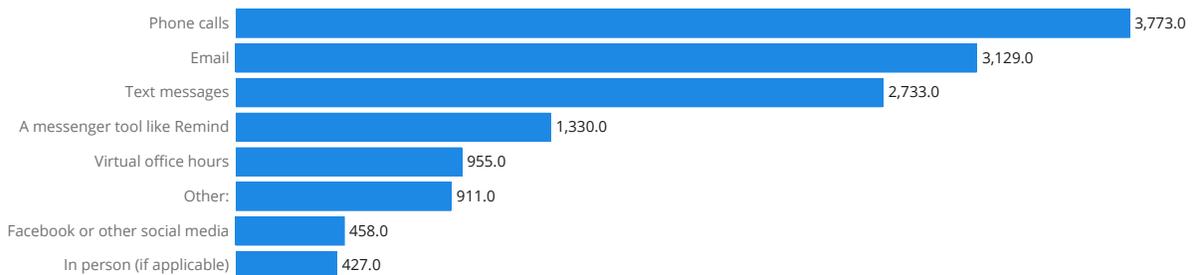
# Possible Factors in Distance Learning

## MPS is considering the following possibilities for students. (Ranked 1-5 Lowest Average = Highest Rank)

| Sources | Average ▼ |
|---|---|
| All students in school five days a week, with a virtual option for families who do not want their children to return in person | 3.50 |
| Elementary students in school five days a week, secondary students virtual five days a week | 3.41 |
| Completely virtual | 2.98 |
| All students alternate one week in person, one week virtual | 2.74 |
| All students alternate two days a week in person, virtual the other days | 2.37 |

## Which three personal factors most influence how you feel about returning to work in person in our buildings?



| Factor | % |
|---|---|
| My own or my family's health and risk of exposure … | 27% |
| Following recommended guidance from … | 21% |
| My own or my family's social and emotional … | 13% |
| My belief that I need to serve my students and … | 11% |
| My own or my family's economic considerations | 7% |
| Availability of in-person school for any children of … | 5% |
| Availability of child care or other dependent care … | 5% |
| My Internet or device access at home | 4% |
| Other: | 4% |
| My ability to secure a work area in my home | 2% |
| My access to transportation to and from work | 1% |

## Which three factors related to your school community most influence how you feel about returning to work in person in our buildings?



| Factor | % |
|---|---|
| The health and risk of exposure to COVID-19 of … | 27% |
| My building's ability to implement health safety … | 23% |
| Following recommended guidance from … | 17% |
| The academic growth of students | 14% |
| The Internet or device access at home for students … | 7% |
| The availability of child or dependent care for … | 5% |
| Participation in extracurricular activities for … | 3% |
| The preference of students and colleagues | 2% |
| Transportation for students and colleagues | 2% |
| Other: | 1% |

# In-Person Teaching / Work

## Work Preference

| | |
|---|---|
| I would prefer in-person teaching/work | 15.7% |
| I would consider in-person teaching/work if safety measures are in place | 53.2% |
| I would not consider in-person teaching/work at all and would prefer fully virtual options … | 31.1% |
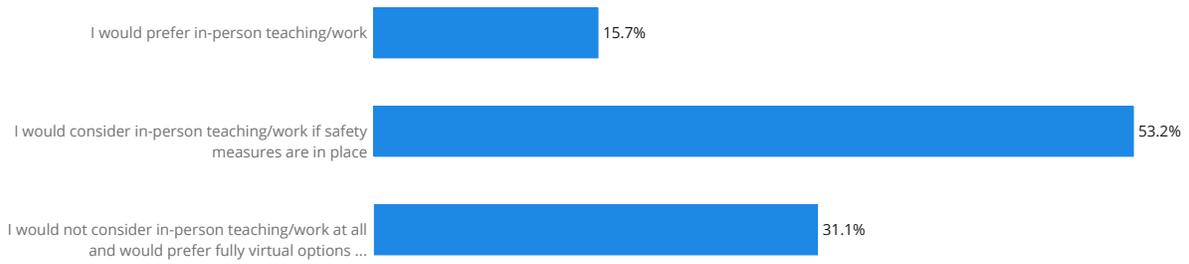
## Please select the factors that led you to prefer only fully virtual teaching/work? (select all that apply):

| | |
|---|---|
| I need to provide care for children or other … | 2% |
| I am concerned about health and risk of exposure … | 88% |
| The nature of my role makes it very hard to follow … | 7% |
| Lack of personal protective equipment | 2% |
| I felt I was more successful in my role virtually … | 1% |
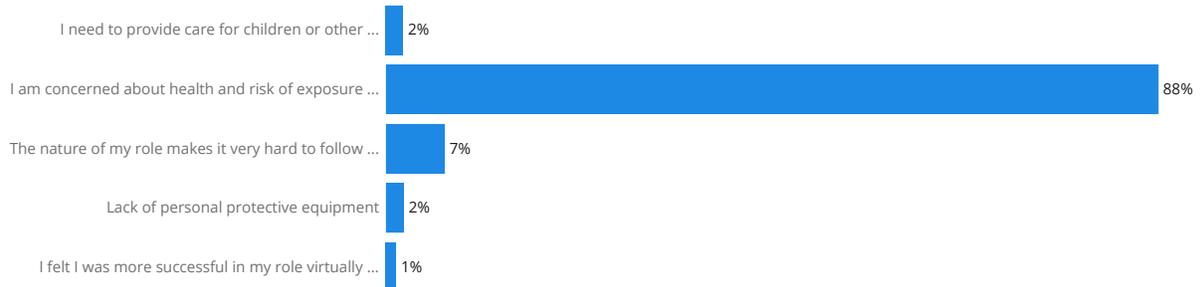
# How useful would each of these specific types of support be to you, if available in the upcoming school year, given the uncertainty imposed by the pandemic.

### PD on distance learning–specific topics

| | |
|---|---|
| Very useful | 61.7% |
| Potentially useful | 33.3% |
| Not useful | 5.0% |
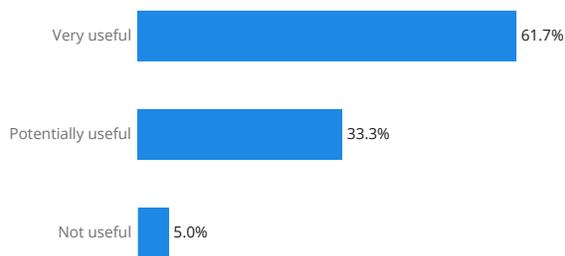
### PD for improving parent/family engagement

| | |
|---|---|
| Very useful | 61.7% |
| Potentially useful | 33.3% |
| Not useful | 5.0% |
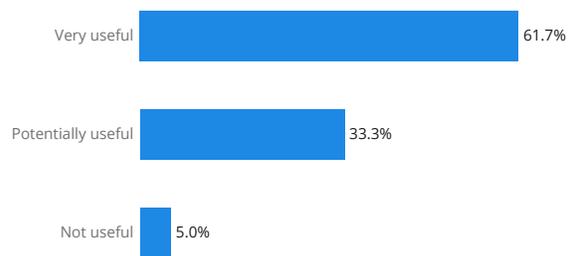
### Learning support for technology tools such as Zoom or Google Meets

| | |
|---|---|
| Very useful | 59.1% |
| Potentially useful | 33.0% |
| Not useful | 7.9% |

### Social and emotional support

| | |
|---|---|
| Very useful | 44.0% |
| Potentially useful | 43.6% |
| Not useful | 12.4% |
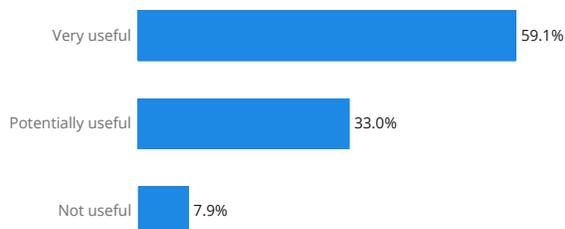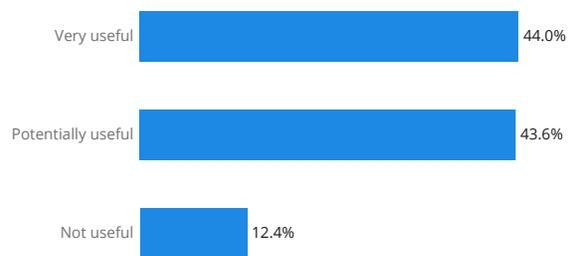
## Technology help with my device or Internet

| | |
|---|---|
| Very useful | 42.7% |
| Potentially useful | 39.4% |
| Not useful | 18.0% |
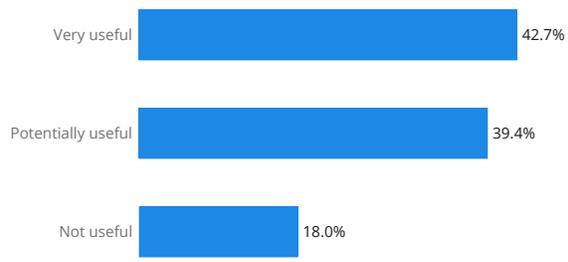
## Planning time with colleagues in similar roles as mine
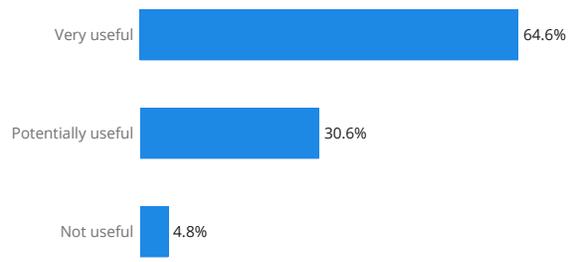
| | |
|---|---|
| Very useful | 64.6% |
| Potentially useful | 30.6% |
| Not useful | 4.8% |

Comment topics are not mutually exclusive.
Many comments include many if not all the topics listed below.
The sentiment bar ranges from negative, declarative and reactionary comments
(**red**) to positive and proactive comments (**blue**).

What do you need as a special education or English Learner teacher to be successful in supporting students in your class load? Comments

| Topics | Count | Sentiment ☰↓ |
|---|---|---|
| **Comments about Vulnerable (COVI...** | **68** | |
| **Comments about Social Distancing** | **464** | |
| **Comments about Virtual Learning** | **711** | |
| **Comments about Resources and Ac...** | **919** | |
| **Comments about Safe and Effectiv...** | **983** | |

● Negative   ● Mixed   ● Neutral   ● Positive
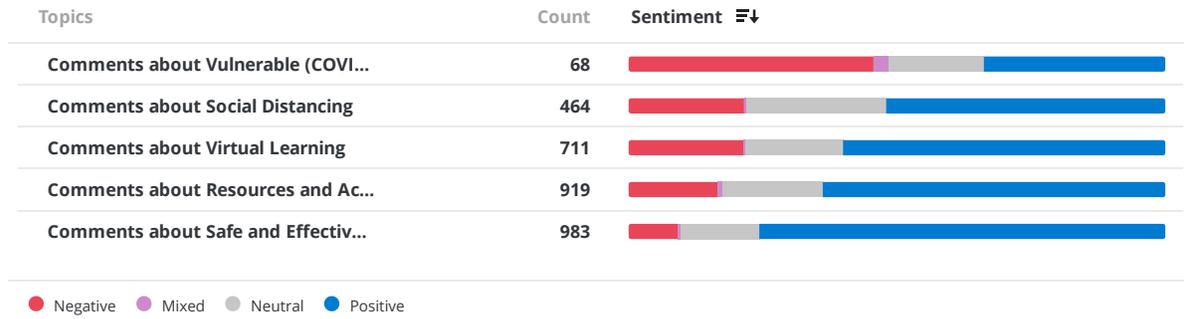
What would have better helped you overcome some of the challenges you identified? Comments

| Topics | Count | Sentiment ☰↓ |
|---|---|---|
| **Comments about In-Person Instruc...** | **527** | |
| **Comments about Support Staff** | **120** | |
| **Comments about Special Education** | **161** | |
| **Comments about Technology and A...** | **2092** | |
| **Comments about Course and Lesso...** | **568** | |

● Negative   ● Mixed   ● Neutral   ● Positive
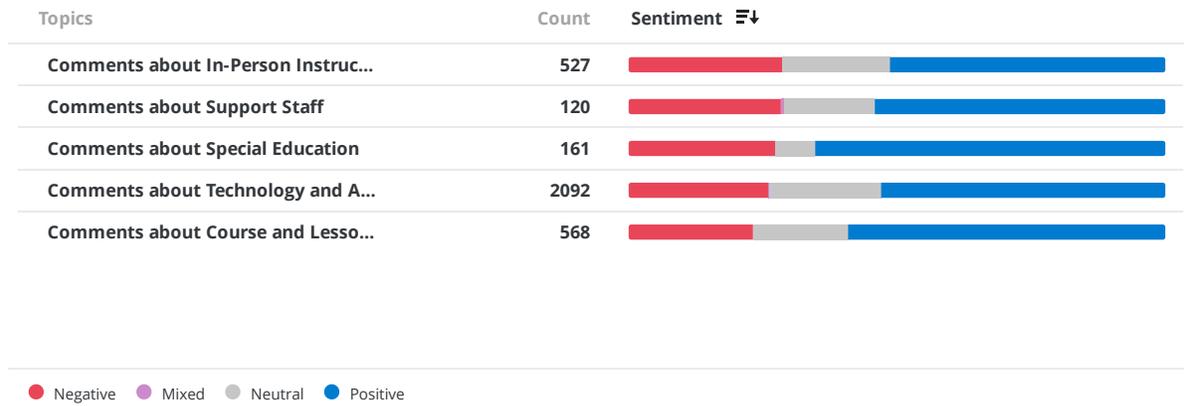
What else would you like us to know about the circumstances that you, your families, and community find yourself in as we all make decisions about returning to teaching and work? Comments

| Topics | Count | Sentiment ☰↓ |
|---|---|---|
| **Comments about the Vulnerable (C...** | **880** | |
| **Comments about health and safety** | **1723** | |
| **Comments about PPE** | **795** | |
| **Comments about reopening sched...** | **562** | |
| **Comments about training** | **690** | |

● Negative   ● Mixed   ● Neutral   ● Positive
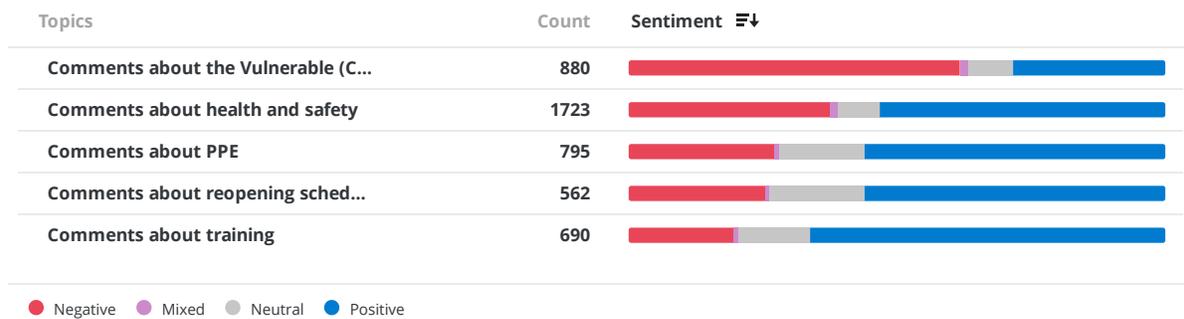
# Instructional Model Options

# Instructional Model Options

Due to the uncertainties regarding how instruction will look in the 2020-2021 school year, MPS had designed programming options for continued instruction to fit three anticipated impact scenarios of the COVID-19 pandemic: 1) total school closure, 2) schools reopen with social distancing requirements, or 3) total resumption of in-person instruction. The programming options are designed to fit the spectrum of potential impact scenarios as illustrated below.

After listening to stakeholder feedback, MPS has carefully reviewed the options and made changes as appropriate. For example, the full in-person instruction option needs to accommodate families who may be apprehensive about their children returning to schools so soon. MPS has narrowed the options to the following:

## Scenario #1: Full Remote Learning

### Schools remain closed to in-person instruction

Currently, schools in Wisconsin are closed to in-person instruction for the remainder of the 2019-2020 school year. It remains unclear whether the COVID-19 pandemic will force schools to remain closed for part or all of the 2020-2021 school year. State and local health officials continue to monitor the effects of the coronavirus in our community to guide their decision-making.

While strides have been made to slow the spread of the virus, health officials warn that the speed of the virus' spread could increase in the near future. Should the virus spread as rapidly as previously experienced, or perhaps even more rapidly, we can expect state and local health officials to take the drastic step of closing schools again. Should schools be closed to in-person instruction, MPS will be prepared to offer virtual learning options in the 2020-2021 school year.

### Programming Option: Full Remote Learning

Under a school closure order, all students would continue remote learning. Because students learn best with face-to-face instruction, MPS would seek to maximize synchronous distance learning opportunities for students in the remote learning curriculum.

Based upon feedback from numerous stakeholder groups, it is essential that clear and consistent expectations and standards are in place to ensure all students are receiving adequate instruction. Teachers and other school-based staff likely will return to school buildings to ensure proper access to technology for staff and to ensure efficiency and equity in virtual instruction, particularly synchronous virtual instruction, unless orders from state or local health officials prohibit staff return.

Milwaukee Public Schools would coordinate with DPI to ensure instructional requirements are being met, or to seek waivers for any requirements that cannot be met by virtual instruction. Virtual learning would continue until it was deemed appropriate for the safe return of students to school buildings for face-to-face instruction by state or local health officials.

## Scenario #2: Hybrid Learning

**Schools may reopen with various social distancing practices in place**

Currently, health experts expect the coronavirus to remain active for some time, primarily due to a lack of a vaccine or an effective drug treatment option. Given the social distancing guidance – a requirement currently in the City of Milwaukee – for slowing the spread of the virus, MPS will likely need to implement social distancing practices for face-to-face instruction.

One of the most important measures to consider is the ability to reduce class size to minimize the risks to the health and safety of students and staff. However, the appropriate social distancing measures for the upcoming school year are not fully known, since health experts may adjust social distancing guidelines based on the impact of the virus at that time and as they gain a better understanding of the virus in general.

The following programming options seek to reduce school student populations by dividing students into groups that come on different days or weeks in order to reduce class size to meet the needs of social distancing. A discussion of additional operational considerations follows in a later section.

**Programming Option #1: Two-Day Rotation**

All students report to school two full days a week over a four-day-a-week rotation (e.g., Group A reports Monday/Wednesday and Group B reports Tuesday/Thursday) at all grade levels. Students would be provided assignments to support their learning on the days in which they do not report to school that could include printed instructional materials, virtual learning, or a combination.

This approach allows schools to implement effective social distancing practices as the school will effectively open for one-half of the student population each day. The fifth day of the week will offer remote learning options for all students, but it also allows for planned days off, PD, records days, etc. Students can likely be properly spaced within classrooms, and proper social distancing practices can be implemented in hallways, cafeterias, and other common areas.

**Programming Option #2: Elementary Face-to-Face/Secondary Distance Learning**

Elementary students would start school first and attend five full days a week, spread out across multiple buildings to support social distancing and to reduce the student-teacher ratio. Secondary students would engage in remote learning. This would continue until it is deemed appropriate by the public health officials that it is safe to relax the social distancing. Once it is deemed safe, elementary students would transition back to their home school and secondary students would start face-to-face instruction at their school.

This option reduces student population within the schools, but with a more focused, research-based approach to decision-making regarding virtual versus face-to-face instruction.

Research shows that elementary-grade students struggle the most with remote learning, and high school students are least impacted negatively by remote learning. Because of this, utilizing the limited classroom capacity that social distancing protocols create to offer face-to-face instruction to elementary-grade students may help to lessen the negative impact on our young children and smooth the educational opportunity and growth across all grade bands.

## Scenario #3: Face-to-Face Learning with Virtual Option

**Schools may reopen under normal conditions**
As the COVID-19 pandemic picture for the upcoming school year becomes clearer, it may be possible that school operations may return to normal, to include full face-to-face instruction. If this is a possibility, MPS will be ready to offer high quality face-to-face instruction on both the Early Start and Traditional Calendars.

**Programming Option: Full In-Person Instruction with a Virtual Option**
The full in-person instructional model is the traditional model used by MPS whereby face-to-face instruction is utilized in the classroom setting. This programming option foresees all students being able to return to the classroom setting in the upcoming school year. However, we have learned through stakeholder feedback that some families may still be uncomfortable sending their children back to school. MPS plans to have a virtual option to accommodate those families.

Because studies show that students learn best with face-to-face instruction, MPS will make every effort to offer instruction in the traditional classroom setting for the full 2020-2021 school year. However, MPS may need to be flexible to start the upcoming school year. For example, should a return to traditional classroom instruction not be possible until September, MPS will need to be prepared to deviate from its two-calendar system and offer instruction to all students on a one-calendar system as discussed further below.

# Health and Safety

# Health and Safety

The health and safety of students and staff is the top priority when making the decision to physically reopen school campuses for use by students, staff, and others. Prior to opening any of our schools for students to return, a number of things will need to be in place. Milwaukee Public Schools will be following CDC recommendations and guidance from the Milwaukee Health Department and the Wisconsin Department of Public Instruction to ensure there are no orders that would prevent students or staff from entering the buildings. The following protocols are being put forth to ensure that we are keeping staff and students safe.

## What the district will do

**Building safety measures**
- Ensure buildings have sufficient amounts of hand sanitizer, soap, tissue, paper towels, masks, and cleaning supplies.
- The safe and correct application of disinfectants will be adhered to for cleaning.
- Sanitizing and disinfecting of high touch surfaces will be done throughout the day. including door handles, desks, chairs, seats on buses, handrails, drinking fountains, restroom surfaces, sink handles.
- Create a plan to close schools for physical attendance of students if necessary, based on guidance from the health department.
- Post signage to direct traffic in buildings.

**Preventative measures**
- Limit the access to buildings by nonessential visitors to minimize spread of virus.
- Allow all students to wash or sanitize hands as they enter school or buses.
- All staff must wash or sanitize hands upon entering worksites.
- Students and staff should use face coverings.
- Maintain the six feet minimum physical distance.
- Continue to communicate the importance of safety.
- Communicate to staff that EAP is available.

**Risk mitigation measures**
- Exclude individuals who show signs of COVID-19.
- Monitor staff and students for signs of illness. Determine any unique needs for students with special needs and take appropriate action.
- Ensure that students who enter the building with symptoms or develop symptoms are separated from others right away.
- Students who are symptomatic need to be isolated until picked up by an authorized adult.
- Protect and support students who are at higher risk for severe illness.
- Exclude employees from the workplace who exhibit symptoms.

## Social Distancing

All MPS staff, students, and visitors are expected to follow CDC and City of Milwaukee Health Department guidelines on social distancing, currently at six feet apart. The CDC has determined that COVID-19 spreads mainly among people who are within close contact (within six feet) for prolonged periods. This will require changes to MPS classroom arrangements, traffic patterns within schools, school meals, daily schedules, and after school activities.

- School district will train school personnel on the practices to meet the expectations that all staff students and visitors will meet the social distancing guidelines expected by the CDC.
- The district will provide school leaders a formula for determining the capacity of each of their spaces in their buildings.
- The district will provide guidance to school leaders in how to social distance in their buildings and during the school day and after the school day:
  - Classroom space - accounting for patterns of movement and furniture as well
  - Transition between classrooms.
  - CDC recommends classes go outside when possible; social distancing is still required when classes go outside.
  - After school events in the school including those with community partners.
  - Restrooms - Individual schools will evaluate occupancy of restrooms based on fixture location and overall size of restrooms. Considerations will be given to space and time needed.
  - As students enter and exit the building.
  - During recess.
  - Meals will be conducted using social distancing.
  - Accessing lockers and coat storage areas.
- The district will provide school leadership on guidelines regarding school visitors, itinerant staff, temporary and deliveries (internal and external).
- The district will work with transportation providers to ensure that social distancing recommendations are adhered to on our contracted bussing.
- In case of an emergency social distancing would not apply but is still encouraged if possible.
- The district will develop guidelines to address staff, students and visitors who refuse to adhere to the expectation of social distancing.

## Mask and Face Coverings

CDC Guidelines and communication from the City of Milwaukee indicate that the wearing of masks, cloth face coverings, and face shields will slow the spread of the COVID-19 virus. As such, MPS should support the safe practice of wearing protective personal equipment, including a face covering or mask to protect against the spread of the virus among our school population. All students and staff must wear a protective face mask, cloth face covering or face shield while on school property except when eating or drinking. We know that circumstances of eating and

drinking increase the opportunity to spread the virus, however, the expectation remains that students and staff wear the mask as much as possible. For students, the expectation is continued to outside school spaces and school buses to and from school. Current guidance indicates that staff working alone may work without a mask.

Exceptions to face covering are only for people with a documented medical condition preventing them from safely wearing the face covering as well as during a medical emergency. In some cases a face shield may be more appropriate. Schools and district sites must be prepared to provide needed PPE for students and staff. For those students that refuse to adhere to the expectation of face covering, removal from the group environment and the offering of a virtual learning environment would be the appropriate response.

- Provide students and staff with masks or cloth face coverings. Students and staff may be provided with 2+ face coverings with the expectation of wearing one at all times. Schools and sites should also be prepared to offer a disposable mask when the cloth mask is not available or becomes soiled during the day.
- School staff will model the appropriate wearing of masks and will provide instruction to students and parents about the appropriate wearing and cleaning of masks.

## Cleaning and Disinfecting

In an effort to minimize the effects of the COVID-19 virus appropriate and effective cleaning and disinfecting practices in buildings will be vital when students and staff return to school. Effective practices can control the unintended spread of the virus throughout a building.

- Ensure that all federal, state, and city expectations are known and followed.
- Have access and supply CDC approved disinfecting products for all buildings.
- Create a district plan for procuring cleaning and disinfecting materials in a quantity that allows for a two month back up supply.
- As noted in the District Reopening Plan facility staffing will be increased during the school day to allow for more frequent cleaning of commonly touched surfaces.
- Provide professional development for all staff regarding appropriate disinfecting procedures based on CDC recommendations and the specifications of the product being used. Also provide training regarding the specific details of proper disposal of used cleaning towels/supplies. Training on how to respond to accidental contact/ingestion of disinfectant products.
- Educational plan for teaching students the procedures for disinfecting classroom items (such as chromebooks, desks, etc).
- A day time cleaning schedule for all common areas to be accessible in the school office. A recording form for facility staff will be used to indicate date and time the identified areas have been disinfected. The recording form will be available upon request.
- Create signage that directs any stakeholders to disinfectant materials that are available and the location of where to request them.
- Seek stickers to identify disinfectant containers as dangerous. Similar to the "Mr. Yuk" stickers.

- Materials of what the school is doing/teaching regarding cleaning and disinfecting to be created and available for schools to send to families.

## Hygiene Practices

Milwaukee Public Schools will support our students, families and communities with educating students regarding planning for appropriate hygiene practices. When physically in the schools, students will be taught the practices that support healthy living including coughing/sneezing, hand washing, recognizing the symptoms of COVID-19 virus and practices to protect staff, students, and others from the spread of viruses.

K-8 schools will also schedule times for classrooms to use the restrooms and wash hands throughout the school day. Scheduled breaks will ensure that students are washing hands throughout the day and also ensure that social distance (separating classes) expectations are followed.
- Monitor and ensure that restrooms are fully stocked with soap, toweling, toilet paper, garbage cans that are no touch/open top.
- Schedule regular checks of bathrooms for appropriate supplies.
- Prepare and post signage regarding proper hygiene practices.
- Develop letters that can be used district wide to update students and families about the district's hygiene efforts.
- Training for staff on appropriate hygiene practices - handwashing practices, touching face, etc. Consider having students involved in making videos on appropriate techniques.
- The district will provide appropriate PPE, disinfectant and sanitizer supplies for all staff and students as needed.
- The district will regularly maintain sanitizing and disinfecting high traffic areas (i.e. bathrooms, classrooms, main office areas and etc…) using approved disinfectant methods in accordance with Centers for Disease Control (CDC) and Prevention guidelines as well as disinfecting and sanitizing high touch surfaces in all district buildings.

## Identification and Handling of Symptomatic Individuals

It is important that we maintain the health and safety of all students, staff and school communities surrounding each school through the proper identification and handling of individuals that are symptomatic of the COVID-19 virus. We recognize that we are one of the crucial links to potentially reintroducing the virus into the community and we must act responsibly as a part of the larger community to commit to limiting the spread of the COVID-19 virus.

It is vital that school communities are aware of COVID-19 symptoms, how the virus is spread and how we as community members can prevent the spread of the virus through education and precautionary measures.

- The district will exclude individuals from buildings that are symptomatic according to CDC guidelines. The district will provide guidance on how to handle siblings or other individuals that dwell in the same household of students that are symptomatic.
- The District will utilize the City of Milwaukee Health Department call center when a nurse is not available or a consensus about symptoms is agreed upon.
- The district will provide ongoing education, training and resources (community and CDC) on precautionary standards for COVID-19 virus to students, staff and families.
- The district will provide a designated isolation space for staff and students that are symptomatic.
- The district will plan to accommodate the needs of staff at higher risk for severe illnesses. Procedures for requesting accommodations will be communicated through appropriate channels.
- The district will provide communication to families of students and staff that have been exposed to an individual that tested positive for COVID-19 following FERPA guidelines
- The district will provide guidance for closing classrooms/cohorts when positive cases are reported in consultation with the City of Milwaukee Health Department.
- The district will include COVID-19 virus precaution communication during the school day.
- The district will provide procedures for reporting symptoms, exposure and positive test results for COVID-19 virus.
- The district will provide supports to those individuals who have pre-existing health conditions that may be affected by COVID-19.

**What students, families, and staff will notice**
- Signage and Guidance
    - Floor or wall markings to help students, staff and visitors social distance.
    - Social distancing signage throughout the buildings.
    - Use of more entrances/exits.
    - Schoolwide procedures that adopt social distancing guidelines (examples: one-way stairwells, morning entry, dismissal, recess, shared spaces).
    - Schools and district offices showing the expectation of wearing masks.
    - Signage regarding disinfection protocols and supplies.
    - Signage regarding hygiene practices.
    - They will see directional signage to help them navigate pathways appropriately while in our buildings.
- Communication
    - Announcements regarding social distancing expectations.
    - Letters/flyers sent home regarding this topic.
    - Frequent communication to homes regarding expectations to self assess COVID-19 symptoms at home, hygiene practices that should be practiced at home, and updates on school procedures that support good hygiene.
    - They will hear and see information regarding precautionary measures to keep them safe and healthy via public address systems, signage, newsletters or staff and student interactions.

- District Buildings/Classrooms/Busses
  - Classrooms will be set up to meet CDC recommended social distancing guidelines.
  - Class sizes to meet CDC recommended social distancing guidelines.
  - Social distancing on bussing.
  - Visitors limited to an identified space in the school. No non-essential visitors will enter the building per State of Wisconsin Dept. of Health Services.
  - Additional facility (cleaning) staff during the school day for routine disinfecting.
  - Students will not share materials (Chromebooks, supplies, equipment) without appropriate cleaning in between use.
  - Disinfect materials will be more visible.
  - Scheduled bathroom breaks for every K-8 classroom.
  - Staff and students wearing PPE.
  - Sanitizing and disinfecting stations throughout the building.
  - Facility staff are disinfecting high touch areas frequently.
  - Identified area for isolation of individuals with COVID-19 virus symptoms.
- Support
  - Families will receive an free initial supply of face coverings when appropriate and communication from the school site about expectations for wearing and cleaning the cloth face coverings provided.

# Academics

# Academic Expectations

**Overview**

MPS is committed to ensuring all students receive equitable access to grade level academic standards, instruction, and support strategies regardless of instructional delivery or programming that will result in increased proficiency and decrease below basic performance. How do we know what is equitable? All students, including students with disabilities will receive what they need, when they need it, at the time they need it. As a district, we further understand that providing consistent instructional learning experiences requires a delivery system that is flexible to engage all learners.

Hence, the goal for this academic school year is to meet deeper learning needs by providing accelerated teaching and learning experiences for pre-K to grade 12 students through inclusive integration (i.e., academics, culturally relevant instruction, social-emotional learning, restorative practices). In doing so, the district recognizes that teaching comes first, and we are focusing on the needs of all learners.

**What the district will do**

- Provide instructional expectations for teachers, students, and families.
  - All staff will use grade level standards, proficiency level descriptors and district adopted, endorsed, and supported instructional resources.
  - All students and parents will access the parent guides from the district's website to reflect what students need to know and be able to do at the respective grade levels.
- Provide revised instructional and co-curricular pacing guides to help facilitate the learning of all students.
  - All staff will receive the first six weeks of power standards with sample lessons to support teachers.
  - All students will receive copies of the standards at the appropriate grade levels.
- Provide ongoing professional learning to staff and families on the utilization of educational resources provided by the district.

**What students, families, and staff will notice**

- Provide additional academic support.
- Provide additional online educational resources to help bridge the learning from school to home.
- Digital resources will be easily accessible.
- Provide opportunities to share feedback on what's working well and areas needed for improvement.

# Academic Expectations

Milwaukee Public Schools is committed to ensuring that all students receive a quality education. This document will serve as a clear and concise tool that identifies academic expectations and consistency measures for all stakeholders. By using common language and expectations in each virtual model, students will continue to receive equitable access to grade level academic standards, instruction and support strategies regardless of instructional delivery or programming.

## MPS Standard of Care

1. Build positive relationships with students and families.
2. Know what each student needs in each content area.
3. Conduct formative assessments regularly.
4. Differentiate instruction for students.
5. Instruct students at or above grade level.
6. Utilize scaffolding for students above and below grade level.
7. Design instruction using the content standards.
8. Use district adopted/endorsed materials during instruction.
9. Center learning around student interests, voice and choice.
10. Design learning experiences for students that are inquiry-based.

During a traditional school year, before the pandemic, MPS schools use guidelines when planning for instruction in the various content areas. The work team understands that in a virtual or blended environment students will need to have access to engage in learning activities throughout the day/week with similar but modified guidelines.

*Academic Expectations (Revised July 10, 2020)*

**Modified Suggested Instructional Minutes for K-8 Scheduling Includes Synchronous and Asynchronous Learning**
**Recommended for the Virtual and Blended Options Presented Within the Document**

| Grade Band/Content | Literacy Reading | Literacy ELA | Mathematics | Social Studies | Science | Interventions |
|---|---|---|---|---|---|---|
| K4 | Integrated throughout the day | | | 10% | 10% | |
| Kindergarten | 116 min combined | | 60 min | 10% or 39 min | 10% or 39 min | |
| 1st gr - 3rd gr | 90 min | 60 min | 60 min | 30 min | 30 min | 30 min Math and 30 min Literacy |
| 4th gr - 5th gr | 90 min | 60 min | 60 min | 45 min | 45 min | 30 min Math and 30 min Literacy |
| 6th gr - 8th gr (K8) | 60 min | 60 min | 60 min | 50 min | 50 min | 30 min Math and 30 min Literacy |
| 6th gr - 8th gr (Trad Middle School) | 60 min | 60 min | 60 min | 50 min | 50 min | 30 min Math and 30 min Literacy or one class period |

*Academic Expectations (Revised July 10, 2020)*

**Virtual Instruction:** All remote and at-home learning, **synchronous** distance learning (occurring at the same time) and **asynchronous** (occurring at different times).

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| 💻 | 💻 | 💻 | 💻 | 💻 |

*Synchronous = existing or occurring at the same time. The **synchronous** interaction (online meeting times or interactive learning activities) of instructors and students in collaborative online learning spaces is DPI's preferred pedagogy to increase student achievement. DPI acknowledges the best principles of online course design includes opportunities for student and student interaction in online spaces and technology tools.*

*Asynchronous = (of two or more objects or events) not existing or happening at the same time. **Asynchronous** learning (no planned online interactive meeting or learning activities beyond basic student and teacher progress monitoring, grading, or technical support). DPI recommends districts should strive to use courseware or software programs that can be enhanced beyond just student asynchronous learning.*

**Blended Instruction:** Option 1: Remote/at-home learning **and** in-classroom instruction, "blended learning."

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--------|---------|-----------|----------|--------|
| Student Cohort A | 🏫 | 🏫 | 💻 | 💻 | 💻 |
| Student Cohort B | 💻 | 💻 | 💻 | 🏫 | 🏫 |

**Blended Instruction:** Option 2: **Elementary** in-classroom instruction, and **MS/HS** remote/at-home learning, "distance learning"

**In-Classroom Instruction:** Face to face, in-school instruction that includes social distancing, multiple classrooms/multiple instructors (15-18 students in a class)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| 🏫 | 🏫 | 🏫 | 🏫 | 🏫 |

Small Group Instruction with Teacher

Floating Teacher/ Paraprofessional

Teacher-led Instruction

Collaborative Activities

Independent Learning

Intervention /Extension with Teacher

*Academic Expectations (Revised July 10, 2020)*

**Virtual Lesson Design**

| What is expected of... | Virtual Instruction | Blended (In-Classroom/Virtual) Instruction | In-Classroom Instruction |
|---|---|---|---|
| **Lesson Planning** | All educators (i.e., teachers, support staff and specialists) who provide instruction shall have lesson plans. Lesson planning can be conducted daily or <u>weekly</u> and needs to be written using simple language that will be understood by all stakeholders. Here is a sample template: https://docs.google.com/document/d/1xeU_-qNOVWQfmdmkEdICo-cWyYq7jzwG/edit <br><br> Educators primarily select Board-approved resources and materials. Supplementary, teacher-selected resources and materials are allowable. <br><br> Classroom and subject area teachers share lesson plans with the support staff and specialists in their building, and include codes for Google Classroom and Google Meet. | Documents for schools: <br><br> Virtual Instruction: Prompts for Lesson Planning <br><br> Virtual Instruction Lesson Planning Q&A | As guided by teacher handbook. |
| **Explicit Teaching of** | Online norms. | Virtual Instruction: Prompts for Lesson Planning | Does not apply to this model. |

*Academic Expectations (Revised July 10, 2020)*

| | | | |
|---|---|---|---|
| **Online Expectations** | Consider including Digital Citizenship curriculum component: https://www.commonsense.org/education/digital-citizenship/curriculum | Virtual Instruction Lesson Planning Q&A | |
| **Non-academic Expectations** | Social emotional learning embedded in daily instruction through:<br>● Culturally responsive practices<br>● Mindfulness<br>● Second Step | Social emotional learning embedded in daily instruction through:<br>● Culturally responsive practices<br>● Mindfulness<br>● Second Step | Social emotional learning embedded in daily instruction through:<br>● Culturally responsive practices<br>● Mindfulness<br>● Second Step |
| **Student Engagement** | Completed exit ticket.<br><br>Back-and-forth discussion between teacher and students.<br><br>Certain days where group work (stations) are scheduled.<br><br>Focus more on authentic engagement instead of compliance/ completion of skills practice.<br><br>Recognize and validate student background knowledge and its impact on engagement. | Completed exit ticket.<br><br>Back-and-forth discussion between teacher and students.<br><br>Certain days where group work (stations) are scheduled.<br><br>Focus more on authentic engagement instead of compliance/ completion of skills practice.<br><br>Recognize and validate student background knowledge and its impact on engagement. | Completed exit ticket.<br><br>Back-and-forth discussion between teacher and students.<br><br>Certain days where group work (stations) are scheduled.<br><br>Focus more on authentic engagement instead of compliance/ completion of skills practice.<br><br>Recognize and validate student background knowledge and its impact on engagement. |
| **Cooperative Learning** | Assign group projects with rubrics through Google Classroom. | Google Classroom.<br><br>Teacher selects appropriate tech | As stated in MPS Academic Standards of Care and based on framework for teaching and |

*Academic Expectations (Revised July 10, 2020)*

| | | | |
|---|---|---|---|
| | Teacher selects appropriate tech platforms to fit the goal of the cooperative lesson.

Teachers, special education teachers, ESL teachers, paras, EAs, support staff, and specialists collaborate to group students based on the goals of the lesson and support students' needs. | platforms to fit the goal of the cooperative lesson

Teachers, special education teachers, ESL teachers, paras, EAs, support staff, and specialists collaborate to group students based on the goals of the lesson and support students' needs. | learning (Danielson). |
| **Individual Projects** | Aligned with standards, assigned via platform, longer turnaround time.

Projects, with rubrics, may be used for summative assessment evidence. | Aligned with standards, assigned via platform, longer turnaround time.

Projects, with rubrics, may be used for summative assessment evidence. | Aligned with standards, assigned via platform, longer turnaround time.

Projects, with rubrics, may be used for summative assessment evidence. |
| **Discourse** | Students engage in written or spoken conversation with other students and the teacher. This will allow the teacher to know that learning is happening and as a result students engage in an exchange of ideas which will prepare them to gain skills needed in a democratic society. | Students engage in written or spoken conversation with other students and the teacher. This will allow the teacher to know that learning is happening and as a result students engage in an exchange of ideas which will prepare them to gain skills needed in a democratic society. | Students engage in written or spoken conversation with other students and the teacher. This will allow the teacher to know that learning is happening and as a result students engage in an exchange of ideas which will prepare them to gain skills needed in a democratic society. |
| **1:1 Academic Support** | Interpreter availability.

Virtual office hours of many support staff: Teachers, special education teachers, paras, school | Interpreter availability.

Virtual office hours of many support staff: Teachers, special education teachers, paras, school social | As stated in MPS Academic Standards of Care and based on framework for teaching and learning (Danielson). |

*Academic Expectations (Revised July 10, 2020)*

| | | | |
|---|---|---|---|
| | social workers, school psychologists, etc. Differentiation (School PD)<br><br>Time in master schedule for occupational therapy, speech therapy, etc. | workers, school psychologists, etc.Differentiation (School PD)<br><br>Time in master schedule for occupational therapy, speech therapy, etc. | |
| **Formative and Summative Assessments** | Teacher must use the information from the formative assessments to guide instruction.<br><br>Consider using PearDeck - embedded formative assessments in Google Slides.<br><br>Many apps in Clever (ex. Discovery Ed) have built in formative assessments.<br><br>Put in links so that teachers have a bank of tools. Formative Assessment PD Final.pptx<br><br>Students should have multiple formative assessment opportunities prior to any summative assessments.<br><br>Include multiple opportunities to gather evidence of student learning using various modalities | Teacher must use the information from the formative assessments to guide instruction.<br><br>Consider using PearDeck - embedded formative assessments in Google Slides.<br><br>Many apps in Clever (ex. Discovery Ed) have built in formative assessments.<br><br>Put in links so that teachers have a bank of tools. Formative Assessment PD Final.pptx<br><br>Students should have multiple formative assessment opportunities prior to any summative assessments.<br><br>Include multiple opportunities to gather evidence of student learning using various modalities (observation/interaction, student submissions, formal assessments). | As stated in MPS Academic Standards of Care and based on framework for teaching and learning (Danielson). |

*Academic Expectations (Revised July 10, 2020)*

| | | | |
|---|---|---|---|
| | (observation/interaction, student submissions, formal assessments). | | |
| **Feedback (for teachers, students, & families)** | Teachers should conduct weekly check-ins with students and/or families regarding the learning for that week.<br><br>Teachers should reflect on the evidence collected of students' progress toward mastery of standards, and make instructional decisions based on evidence and feedback collected.<br>Online Reflection.docx | Teachers should conduct weekly check-ins with students and/or families regarding the learning for that week.<br><br>Teachers should reflect on the evidence collected of students' progress toward. | As stated in MPS Academic Standards of Care and based on framework for teaching and learning (Danielson). |

*Academic Expectations (Revised July 10, 2020)*

## Scheduling Plan

**Virtual Instruction:** All remote/at-home learning, synchronous (occurring at the same time) and asynchronous (occurring at different times

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| 💻 | 💻 | 💻 | 💻 | 💻 |

*NOTE: This team recognizes that virtual learning for K3/K4/K5 students will bring additional challenges, being that this could be a child's first experience with school or formal education. We also recognize that the parents or caregivers will be an essential part of this process.*

While most of the learning will be self-guided, virtual synchronous lessons will take place daily by a MPS educator. School schedules across the district will include a standard district synchronous learning time for grades K through 12 to stagger virtual whole group meeting opportunities. This takes into account families with multiple students at multiple grade levels, as well as opportunities for additional teachers and support staff (school counselor, interventionist, speech ettc.) to schedule virtual meetings with individuals or groups of students.

### Example of Recommended Minimal Expectations for Learning

| Grade Levels | Synchronous Learning | Asynchronous Learning |
|--------------|---------------------|----------------------|
| PreK - K | 45 minutes | 2 hours |
| K5 - 1st Grade | 1 hour | 3 hours |
| 2nd - 5th Grade | 1.5 hours | 3.5 hours |
| 6th - 8th Grade | 2 hours | 4 hours |
| 9th - 12th Grade | 3 hours | 4 hours |

*Academic Expectations (Revised July 10, 2020)*

# Example of Schedule: Elementary

Mon/Tues//Thur/Fri    Integrated ELA/Reading/Math
Mon/Tues              Science
Thur/Fri              Social Studies
Wednesday            AMP (Art, Music, and Physical Education)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| **Sample Virtual Elementary Schedule Showing 1st Grade** *Up to 3 hours of additional small group/individual instruction, interventions, or supports will be provided by the classroom teacher and paraprofessional 15-30 min max per student/small group each day* | | | | |
| Planning and Preparation 7:45 am - 8:45am<br><br>***Integrated ELA/Sci 9:00 am - 9:30 am***<br><br>***Math 9:30 am -10:00 am***<br><br>Individual/Small Group Support 11:00 am - 12:00 pm *(1-6 students)*<br><br>Reading/ Math Intervention Small Group Support 1:00 pm - 3:00 pm *(1-6 students)* | Staff Meeting 7:45 am - 8:45 am<br><br>***Integrated ELA/Sci 9:00 am - 9:30 am***<br><br>***Math 9:30 am -10:00 am***<br><br>Individual/Small Group Support 11:00 am - 12:00 pm *(1-6 students)*<br><br>Reading/ Math Intervention Small Group Support 1:00 pm - 3:00 pm *(1-6 students)* | Collaborative Planning 7:45 am - 8:45 am<br><br>***Rotating AMP, SAIG, etc. 9:00 am - 10:00 am***<br><br>Professional Development SST and Google Support 9:00 am - 12:00 pm<br><br>Office Hours Planning & Preparation Family Support 1:00 pm - 3:00 pm | Planning & Preparation 7:45 am - 8:45 am<br><br>***Math 9:00 am - 9:30 am***<br><br>***Integrated ELA/Soc St 9:30 am - 10:00 am***<br><br>*Individual/Small Group Support 11:00 am -12:00 pm (1-6 students)*<br><br>*Reading/ Math Intervention Small Group Support 1:00 pm - 3:00 pm (1-6 students)* | Planning & Preparation 7:45 am - 8:45 am<br><br>***Math 9:00 am - 9:30 am***<br><br>***Integrated ELA/Soc St 9:30 am - 10:00 am***<br><br>*Individual/Small Group Support 11:00 am - 12:00 pm (1-6 students)*<br><br>*Reading/ Math Intervention Small Group Support 1:00 pm - 3:00 pm (1-6 students)* |

*Academic Expectations (Revised July 10, 2020)*

# Example of Schedule: Middle/High School

Monday/Wednesday/Friday Math/Social Studies/Elective

Tue/Thursday            English/Science/ Gym/Health

The school schedule would be determined by the current bell schedule already programmed. The following are suggestions to allow how students will be accommodated with daily face-to-face instruction, when support staff can deliver services, and how teams will be able to meet.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| **Sample Virtual Middle and High School A/B Day Block Schedule** | | | | |
| **Staff Mtg 7:45 am -8:45 am**<br><br>HR 1A 9:00 am - 10:00 am<br>HR 2A 11:00 am -12:00 pm<br><br>*Teacher Office Hours*<br>*Planning & Preparation*<br>*Family Support*<br>*1:30 - 3:00 pm* | HR 3A 9:00 am - 10:00 am<br>HR 4A 11:00 am -12:00 pm<br><br><br><br>*Team Mtgs 1:30 - 3:00 pm*<br>*Week 1 & 3*<br>*Dept Mtgs*<br>*Week 2 & 4* | *ACP 8:30 am. - 9:30 a.m*<br><br>*Professional Development*<br>*SST & Google Support*<br>*9:00 am - 12:00 pm*<br><br>**Teacher Office Hours**<br>**Planning & Preparation**<br>**Family Support**<br>**1:00 pm - 3:00 pm** | HR 1B 9:00 am - 10:00 am<br>HR 2B 11:00 am -12:00 pm<br><br><br>*Teacher Office Hours*<br>*Planning & Preparation*<br>*Family Support*<br>*1:30 - 3:00 pm* | HR 3B 9:00 am - 10:00 am<br>HR 4B 11:00 am -12:00 pm<br><br><br>*Teacher Office Hours*<br>*Planning & Preparation*<br>*Family Support*<br>*1:30 - 3:00 pm* |
| **Sample Virtual Middle and High School Traditional Schedule 7- Period Day** | | | | |
| HR 1 8:30 am. - 9:30 am<br>HR 3 10:00 am - 11:00 am<br><br>*Teacher Office Hours*<br>*Planning & Preparation*<br>*Family Support*<br>*1:30 - 3:00 pm* | HR 2 8:30 am - 9:30 am<br>HR 4 10:00 am - 11:00 am<br><br>*Teacher Office Hours*<br>*Planning & Preparation*<br>*Family Support*<br>*1:30 - 3:00 pm* | ACP 8:30 am. - 9:30 a.m<br><br>*Professional Development*<br>*SST & Google Support*<br>*9:00 am - 12:00 pm*<br><br>**Teacher Office Hours**<br>**Planning & Preparation**<br>**Family Support**<br>**1:30 - 3:00 pm** | HR 5 8:30 am. - 9:30 am<br>HR 7 10:00 am - 11:00 am<br><br>**Team Mtgs 1:30 - 3:00 pm** | HR 6 10:00 am - 11:00 am<br><br><br>*Teacher Office Hours*<br>*Planning & Preparation*<br>*Family Support*<br>*1:30 - 3:00 pm* |

*Academic Expectations (Revised July 10, 2020)*

# Virtual Instruction Considerations

➔ Not all participants will be able to attend synchronous meetings due to time constraints (*Digital Promise*).
➔ Classroom management requires students to know how to use the delivery platform ex. Google, Zoom, etc. (*Digital Promise*).
➔ Requires teachers to be familiar with video conferencing settings and how to manage virtual environments (*Digital Promise*).
➔ Telepresence may be used as an option to provide students access to specific courses possibly where schools are limited to course options, as well as free up additional staff to assist in other programming or courseware support (using traditional or alternative technology).
➔ Limited face-to-face interaction with teacher/classmates.
➔ Consistent procedure for collecting attendance is required for all students.
➔ Requires students to be focused and goal oriented, and have good time management skills (*Digital Promise*).
➔ Teachers will need access to classroom materials and resources for planning and teaching lessons.
➔ Find ways to maximize small group/individual instruction during the remote learning days specifically with the younger students.
➔ Parents, guardians, and caregivers will need to help K5-4th grade students log on to the video conferencing meeting, and access digital assignments.
➔ Determine appropriate instructional time guidelines for students who receive special education services in a self contained classroom setting.
➔ High school models support current programming, students having six to eight courses may have a challenging time responding to this workload.

**Blended Instruction:** Remote/at-home learning **and** in-classroom instruction, "blended learning."
Option #1

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Student Cohort A** | 🏫 | 🏫 | 💻 | 💻 | 💻 |
| **Student Cohort B** | 💻 | 💻 | 💻 | 🏫 | 🏫 |
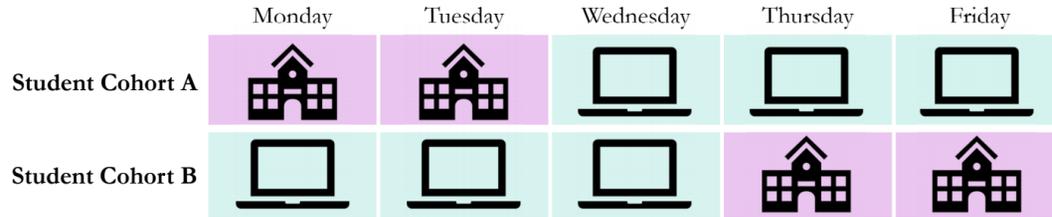
## Example of Schedule: Elementary

Grades 1 to 5 - Group A      Monday Tuesday (In- Person) Wednesday/Thursday/Friday (Virtual)
Grades 1 to 5 - Group B      Thursday/Friday (In-Person) Monday/Tuesday/Wednesday (Virtual)

| Cohort | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Sample Blended Elementary Schedule Showing 1st Grade** *Up to 3 hours of additional small group/individual instruction, interventions, or supports will be provided by the paraprofessional 15-30 min max per student/small group each remote learning day alternating for students in Cohort A and Cohort B.* | | | | | |
| **Cohort A Grades 1-5 (Group A)** 15 -18 students per class | Traditional Classroom Schedule | Traditional Classroom Schedule | Remote Learning: Practice and enrichment in core content areas<br><br>*Rotating AMP, SAIG, etc. 9:00 am - 10:00 am*<br><br>Collaborative Planning 7:45 am - 8:45 am | Remote Learning: Practice and enrichment in core content areas<br><br>*Rotating AMP, SAIG, etc. 9:00 am - 10:00 am* | Remote Learning: Practice and enrichment in core content areas<br><br>*Rotating AMP, SAIG, etc. 9:00 am - 10:00 am* |

*Academic Expectations (Revised July 10, 2020)*

| Cohort B Grades 1-5 (Group B) 15 -18 students per class |  Remote Learning: Practice and enrichment in core content areas Rotating AMP, SAIG, etc. 9:00 am - 10:00 am |  Remote Learning: Practice and enrichment in core content areas Rotating AMP, SAIG, etc. 9:00 am - 10:00 am | *Professional Development SST and Google Support 9:00 am - 12:00 pm* Office Hours Planning & Preparation Family Support 1:00 pm - 3:00 pm | Traditional Classroom Schedule | Traditional Classroom Schedule |
|---|---|---|---|---|---|

*Academic Expectations (Revised July 10, 2020)*

## Example of Schedule: Middle/High School

The school schedule would be determined by the current bell schedule already programmed. The following are suggestions to allow how students will be accommodated with daily face-to-face instruction, when support staff can deliver services, and how teams will be able to meet.

Students will be required to check in online with assignments, discussions, groups, etc. Attendance will be taken based on student participation in required activities. During the scheduled prep period, teachers will be available to students/parents via phone or online.

| Cohort | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Sample Blended Middle and High School A/B Day Block Schedule - students would attend for a shortened day to ensure equity of instruction for all students. REQUIRES BUSSING CONSIDERATIONS** | | | | | |
| **Cohort A Grades 9-10 (Group A)** 15 -18 students per class | Hour 1 - A/Day Hour 2 - A/Day Hour 3 - A/Day Hour 4 - A/Day | Hour 1- B/Day Hour 2- B/Day Hour 3- B/Day Hour 4- B/Day | ***Staff Mtg 7:45 am - 8:45 am (Week 1) Team Mtg (Week 2)*** ***Remote Learning*** *Professional Development SST & Google Support 9:00 am - 12:00 pm* **Teacher Office Hours Planning & Preparation** | ***Remote Learning Student Check-in Google Classroom B/Day Classes*** | ***Remote Learning Student Check-in Google Classroom B/Day Classes*** |
| **Cohort B Grades 9-10 (Group A)** 15 -18 students per class | ***Remote Learning Student Check-in Google Classroom B/Day Classes*** | ***Remote Learning Student Check-in Google Classroom B/Day Classes*** | | Hour 1 - A/Day Hour 2 - A/Day Hour 3 - A/Day Hour 4 - A/Day | Hour 1- B/Day Hour 2- B/Day Hour 3- B/Day Hour 4- B/Day |

*Academic Expectations (Revised July 10, 2020)*

| | | | *Family Support*<br>*1:00 pm - 3:00 pm* | | |
|---|---|---|---|---|---|

| **Sample Blended Middle and High School Traditional Schedule 7- Period Day** | | | | | |
|---|---|---|---|---|---|
| **Cohort A Grades 9-10 (Group A)** 15 -18 students per class | <br>**8:05 - 12:00 pm**<br>Hour 1 8:05 - 8:50 am<br>Hour 2 8:55 - 9:40 am<br>Hour 3 9:45 - 10:30 am<br>Hour 4 10:35 - 11:25 am<br>Lunch 11:30 - 12:00pm | <br>**8:05 - 12:00 pm**<br>Hour 5 8:05 - 8:50 am<br>Hour 6 8:55 - 9:40 am<br>Hour 7 9:45 - 10:30 am<br>Hour 8 10:35 - 11:25 am<br>Lunch 11:30 - 12:00pm | *Staff Mtg 7:45 am - 8:45 am (Week 1)*<br>*Team Mtg (Week 2)*<br><br>**Remote Learning**<br><br>Professional Development SST & Google Support<br>9:00 am - 12:00 pm<br><br>*Teacher Office Hours*<br>*Planning & Preparation*<br>*Family Support*<br>*1:30 - 3:00 pm* | <br>**1:00 pm. - 3:20 pm**<br>*Remote Learning*<br>*Student Check-in*<br>*Google Classroom*<br>*Hour 1*<br>*Hour 2*<br>*Hour 3*<br>*Hour 4* | <br>**1:00 pm. - 3:20 pm**<br>*Remote Learning*<br>*Student Check-in*<br>*Google Classroom*<br>*Hour 5*<br>*Hour 6*<br>*Hour 7*<br>*Hour 8* |
| **Cohort B Grades 9-10 (Group A)** 15 - 18 students per class | <br>**1:00 pm. - 3:20 pm**<br>*Remote Learning*<br>*Student Check-in*<br>*Google Classroom*<br>*Hour 5*<br>*Hour 6*<br>*Hour 7*<br>*Hour 8* | <br>**1:00 pm. - 3:20 pm**<br>*Remote Learning*<br>*Student Check-in*<br>*Google Classroom*<br>*Hour 1*<br>*Hour 2*<br>*Hour 3*<br>*Hour 4* | | <br>**8:05 - 12:00 pm**<br>Hour 1 8:05 - 8:50 am<br>Hour 2 8:55 - 9:40 am<br>Hour 3 9:45 - 10:30 am<br>Hour 4 10:35 - 11:25 am<br>Lunch 11:30 - 12:00 pm | <br>**8:05 - 12:00 pm**<br>Hour 1 8:05 - 8:50 am<br>Hour 2 8:55 - 9:40 am<br>Hour 3 9:45 - 10:30 am<br>Hour 4 10:35 - 11:25 am<br>Lunch 11:30 - 12:00 pm |

*Academic Expectations (Revised July 10, 2020)*

## Blended Instruction Considerations/Challenges

➔ Classroom management requires students to know how to use the delivery platform ex.. Zoom etc (*Digital Promise*).
➔ Requires paraprofessionals and additional staff to be familiar with video conferencing settings and how to manage virtual environments (*Digital Promise*).
➔ Some face-to-face interaction with teacher/classmates.
➔ Requires students to be focused and goal oriented, and have good time management skills during remote learning days, three days per week (*Digital Promise*).
➔ Students can go three consecutive days without face-to-face contact with teachers or additional staff.
➔ Consistent procedure for collecting attendance is required for students that begin the week in remote learning.
➔ At K-8/K-5 schools would position all available support staff to support grades K-2 and special education students on virtual attendance days.
➔ Students may have limited access to teacher support during remote learning days. Determine who they reach out to for assistance on remote learning days.
➔ Telepresence may be used as an option to provide students access to specific courses possibly where schools are limited to course options, as well as, free up additional staff to assist in other programming or courseware support (using traditional or alternative technology).
➔ Find ways to maximize small group/individual instruction during the remote learning days specific with the younger students .
➔ Parents, guardians, and caregivers will need to help K5-4th grade students log on to the video conferencing meeting, and digital assignments.
➔ Determine appropriate instructional time guidelines for students who receive special education services in a self contained classroom setting.
➔ High school models support current programming, students having six to eight courses may have a challenging time responding to this workload.

*Academic Expectations (Revised July 10, 2020)*

**In-Classroom Instruction:** Face to face, in-school instruction (up to 15-18 students in a class)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| 🏫 | 🏫 | 🏫 | 🏫 | 🏫 |

## In-Classroom Instruction Considerations/Challenges

➔ Due to limited capacity within many MPS schools, current infrastructures do not support 50% additional learning spaces/environments while adhering to social distancing guidelines. Several buildings are over capacity.

➔ Each school will require 1 additional staff member per class to reduce student instructional group sizes to 15-18 students

➔ Each school will require 2 additional staff members per class to reduce student instructional group sizes to 10 students per the CDC guidelines.

➔ Per CDC bus transportation guidelines, the work team anticipates that in order to maintain a fewer number of students on a bus, buses will be expected to make four to six round trips to safely transport all of the students into a school building, while adhering to social distancing guidelines.

## Stakeholder Expectations

| What is expected: | Virtual Instruction |
|-------------------|---------------------|
| K3,K4,K5 Students | <ul><li>Teachers are expected to follow the virtual schedule.</li><li>Attendance must be taken on a daily basis in Infinite Campus.</li><li>PLP notes will be maintained to document attendance attempts, parent meetings, etc.</li><li>Lesson plans developed for synchronous and asynchronous instruction.</li><li>Every Monday teachers will upload the week at a glance with assignments and due dates.</li><li>Written companions are offered through the blended models.</li><li>District will still provide grade appropriate materials at the meal sites for further enrichment (non-graded).</li><li>Grade book must be updated on a bi-weekly basis for families to ensure that students are staying on track with virtual learning.</li><li>Weekly parent conferences for students/families who are failing or missing 2-3 assignments.</li><li>Participate in online instruction for one virtual lesson each day (10-20 minutes - synchronous learning).</li><li>Practice literacy and math skills that were presented during online instruction.</li></ul> |

*Academic Expectations (Revised July 10, 2020)*

| | |
|---|---|
| | <ul><li>Listen to a story each day (online or in-person).</li><li>Participate in small group virtual activities that include fine/gross motor (2-3 times per week).</li><li>Teachers are expected to collaboratively work with departments, grade bands and/or co-teachers to develop lessons, activities, best practices, etc. There is built-in time each week for this to occur.</li></ul> |
| **1st -2nd Students** | <ul><li>Teachers are expected to follow the virtual schedule.</li><li>Attendance must be taken on a daily basis in Infinite Campus.</li><li>PLP notes will be maintained to document attendance attempts, parent meetings, etc.</li><li>Lesson plans developed for synchronous and asynchronous instruction.</li><li>Every Monday teachers will upload the week at a glance with assignments and due dates.</li><li>Written companions are offered through the blended models.</li><li>District will still provide grade appropriate materials at the meal sites for further enrichment ( non-graded).</li><li>Participate in online instruction for one virtual lesson each day (30-40 minutes - synchronous learning).</li><li>Practice literacy and math skills that were presented during online instruction.</li><li>Read independently.</li><li>Participate in small group virtual activities (2-3 times per week).</li><li>Teachers are expected to collaboratively work with departments, grade bands and/or co-teachers to develop lessons, activities, best practices, etc. There is built-in time each week for this to occur.</li></ul> |
| **3rd-5th Students** | <ul><li>Teachers are expected to follow the virtual schedule.</li><li>Attendance must be taken on a daily basis in Infinite Campus.</li><li>PLP notes will be maintained to document attendance attempts, parent meetings, etc.</li><li>Lesson plans developed for synchronous and asynchronous instruction.</li><li>Every Monday teachers will upload the week at a glance with assignments and due dates.</li><li>Written companions are offered through the blended models.</li><li>District will still provide grade appropriate materials at the meal sites for further enrichment (non-graded).</li><li>Participate in online instruction for one virtual lesson each day (40-60 minutes - synchronous learning).</li><li>Practice literacy and math skills that were presented during online instruction.</li><li>Read independently.</li><li>Participate in small group virtual activities (2-3 times per week).</li><li>Teachers are expected to collaboratively work with departments, grade bands and/or co-teachers to develop lessons, activities, best practices, etc. There is built-in time each week for this to occur.</li></ul> |
| **6th -8th** | <ul><li>Teachers are expected to follow the virtual schedule.</li></ul> |

*Academic Expectations (Revised July 10, 2020)*

| Students | <ul><li>Attendance must be taken on a daily basis in Infinite Campus.</li><li>PLP notes will be maintained to document attendance attempts, parent meetings, etc.</li><li>Lesson plans developed for synchronous and asynchronous instruction.</li><li>Every Monday teachers will upload the week at a glance with assignments and due dates.</li><li>Written Companions are offered through the blended models.</li><li>Participate in online instruction for one virtual lesson each day (90 -120 minutes - synchronous learning).</li><li>Practice literacy and math skills that were presented during online instruction.</li><li>Read independently.</li><li>Participate in small group virtual activities (2-3 times per week).</li><li>Teachers are expected to collaboratively work with departments, grade bands and/or co-teachers to develop lessons, activities, best practices, etc. There is built-in time each week for this to occur.</li></ul> |
|---|---|
| 9th-12th Students | <ul><li>Teachers are expected to follow the virtual schedule.</li><li>Attendance must be taken on a daily basis in Infinite Campus.</li><li>PLP notes will be maintained to document attendance attempts, parent meetings, etc.</li><li>A class syllabus must be posted within the first week of school that details the expectations for virtual learning and the general topics that will be covered with the types of evidence expected to be produced.</li><li>Lesson plans developed for synchronous and asynchronous instruction.</li><li>Teachers are expected to collaboratively work with departments, grade bands and/or co-teachers to develop lessons, activities, best practices, etc. There is built-in time each week for this to occur.</li></ul> |
| School Leaders | <ul><li>Assist teachers with creating permalinks for all.</li><li>Ensure virtual schedules are followed and visit teaching and learning sessions when possible.</li></ul> |
| Students & Families | <ul><li>Attend all virtual class sessions.</li><li>Test all technology 10-15 minutes before the session's starting time to ensure your internet, microphone, camera, keyboard, mouse, etc. all work properly.</li><li>Enable video so the teacher can see you. Your mic should be muted.</li><li>Raise your "virtual hand" and wait to be recognized before speaking.</li><li>Use the chat function for questions and remember that the chat is public and everyone can see what you type.</li></ul> |

*Academic Expectations (Revised July 10, 2020)*

## Support Staff Expectations

We separated support staff in order to give specificity to as many positions as possible. There may still be some positions missing for the list.

| What is expected | Virtual Instruction | Blended (In-Classroom/Virtual) Instruction | In-Person Instruction |
|---|---|---|---|
| SST/ Interventionist | <ul><li>Lead BIT academic support and intervention.</li><li>Conducting meetings with staff weekly and with admins.</li><li>Facilitate virtual professional development for staff and new teachers.</li><li>Coaching, mentoring and modeling for teachers from afar with virtual expectations.</li><li>Demonstration lessons.</li><li>Hold office hours.</li></ul> | <ul><li>Lead BIT academic support and intervention.</li><li>Conducting meetings with staff weekly and with admins.</li><li>Facilitate virtual professional development for staff and new teachers.</li><li>Coaching, mentoring and modeling for teachers from afar with virtual expectations.</li><li>Demonstration lessons.</li><li>Hold office hours.</li></ul> | <ul><li>Lead BIT academic support and intervention.</li><li>Conducting meetings with staff weekly and with admins.</li><li>Facilitate professional development for staff and new teachers.</li><li>Coaching, mentoring and modeling for teachers with expectations.</li></ul> |
| Psychologist | <ul><li>IEP expectations.</li><li>BIT academic support and intervention.</li><li>SAIG groups.</li><li>SEL support.</li><li>Supporting the needs of families with resources and connecting with families with a link and of phone number for families to get support.</li></ul> | <ul><li>IEP expectations.</li><li>BIT academic support and intervention.</li><li>SAIG groups.</li><li>SEL support.</li><li>Supporting the needs of families with resources and connecting with families with a link and of phone number for families to get support.</li></ul> | <ul><li>IEP expectations.</li><li>BIT academic support and intervention.</li><li>SAIG groups.</li><li>SEL support.</li><li>Supporting the needs of families with resources and connecting with families with a link and of phone number for families to get support.</li></ul> |
| SSW/SSW Aide | <ul><li>IEP expectations.</li><li>BIT academic support and intervention.</li></ul> | <ul><li>IEP expectations.</li><li>BIT academic support and intervention.</li><li>Attendance/SAIG groups</li></ul> | <ul><li>IEP expectations.</li><li>BIT academic support and intervention.</li></ul> |

*Academic Expectations (Revised July 10, 2020)*

| | | | |
|---|---|---|---|
| | ● Attendance/SAIG groups,<br>● SEL support.<br>● Supporting the needs of families with resources and connecting with families with a link and of phone number for families to get support. | ● SEL support.<br>● Supporting the needs of families with resources and connecting with families with a link and of phone number for families to get support. | ● Attendance/SAIG groups<br>● SEL support.<br>● Supporting the needs of families with resources and connecting with families with a link and of phone number for families to get support. |
| Para, Gen, HCA | ● Support classroom teacher with Google Classroom.<br>● 1:1 individual tutoring for kids. Para provided with a caseload by the SST.<br>● Daily reading with students and maintaining a reading log for each child.<br>● If there is not regular work and staff person does not want to do the new assigned task - position may request furlough. | ● Support classroom teacher with Google Classroom.<br>● 1:1 individual tutoring for kids. Para provided with a caseload by the SST.<br>● Daily reading with students and maintaining a reading log for each child.<br>● If there is not regular work and staff person does not want to do the new assigned task - position may request furlough. | ● Support classroom teacher with assigned tasks.<br>● 1:1 individual tutoring for kids. Para provided with a caseload by the SST.<br>● Daily academic support with students and maintaining a reading log for each child. |
| Parent Coordinator | ● Meets weekly with principals, teachers and other school personnel to discuss strategies for improving parental engagement and school-family partnerships.<br>● Assist families with basic needs and school needs - ex: school supplies, food banks, etc.<br>● Webpage/Remind/newsletters updated on a regular basis.<br>● Daily parent communication to support virtual learning.<br>● Virtual parent conferences. | ● Meets weekly with principals, teachers and other school personnel to discuss strategies for improving parental engagement and school-family partnerships.<br>● Assist families with basic needs and school needs - ex: school supplies, food banks, etc.<br>● Webpage/Remind/newsletters updated on a regular basis.<br>● Daily parent communication to support virtual learning.<br>● Virtual parent conferences. | ● Support classroom teacher with assigned tasks.<br>● 1:1 individual tutoring for kids. Para provided with a caseload by the SST.<br>● Daily academic support with students and maintaining a reading log for each child.<br>● Support parents with parent portal accounts.<br>● Support parents with information about PTO and other school committees. |

*Academic Expectations (Revised July 10, 2020)*

| | | | |
|---|---|---|---|
| **Secretaries** | ● Enrollment/drop procedures.<br>● Checking the school phones for messages.<br>● Checking and responding to emails daily.<br>● Daily attendance verifications.<br>● Update all parent contact logs. | ● Enrollment/drop procedures.<br>● Checking the school phones for messages.<br>● Checking and responding to emails daily.<br>● Daily attendance verifications.<br>● Update all parent contact logs. | ● Enrollment/drop procedures.<br>● Checking the school phones for messages.<br>● Checking and responding to emails daily.<br>● Daily attendance verifications.<br>● Update all parent contact logs. |
| **Safety** | ● Consider job descriptions.<br>● Cleaning school areas.<br>● If there is not regular work and staff person does not want to do the new assigned task - position may request furlough. | Guidance needed from the Office of Human Resources. | Regular position duties as assigned. |
| **Kitchen Staff** | ● Cleaning.<br>● Preparing meals to support students. | Guidance needed from the Office of Human Resources. | Regular position duties as assigned. |
| **Guidance** | Support teachers and students with:<br>● Career Cruising<br>● ACP<br>● Small groups<br>● MS and HS enrollment/college application support. | Support teachers and students with:<br>● Career Cruising<br>● ACP<br>● Small groups<br>● MS and HS enrollment/college application support. | Support teachers and students with:<br>● Career Cruising<br>● ACP<br>● Small groups<br>● MS and HS enrollment/ college application support. |
| **Librarian** | ● Create a district-wide book challenge.<br>● Access books online through Overdrive.<br>● Daily read alouds with times for families to log in (in conjunction with parent coordinator). | ● Set-up a system for teachers to use so students can check out books.<br>● Create a district-wide book challenge.<br>● Access books online through Overdrive.<br>● Daily read alouds with times for families to log in (in conjunction with parent coordinator). | ● Create a district-wide book challenge.<br>● Access books online through Overdrive.<br>● Daily read alouds with times for families to log in (in conjunction with parent coordinator). |
| **Substitutes** | ● Review vacancy list to determine how | | ● Review vacancy list to |

*Academic Expectations (Revised July 10, 2020)*

| | | |
|---|---|---|
| | subs start day one with students.<br>● Provide the necessary training as soon as possible to allow subs to start fresh.<br>● Subs will be expected to follow classroom teacher expectations. | | determine how subs start day one with students.<br>● Provide the necessary training as soon as possible to allow subs to start fresh.<br>● Subs will be expected to follow classroom teacher expectations. |

*Academic Expectations (Revised July 10, 2020)*

# Classroom and Schoolwide Supports

# Classroom and Schoolwide Supports

**Overview**

The current global health pandemic, coupled with recent protests and unrest, have created conditions in which a large number of students and staff are experiencing additional stress which can worsen or amplify those needs. This combination of crises has resulted in the need for increased focus on the mental health and well-being of adults and students alike, as academic learning can only occur when social, emotional, and safety needs are being met. Mental health support does not mean simply focusing on those with a diagnosed mental illness, but also on the implementation of prevention-level and early intervention supports. One example is the implementation of social and emotional learning practices, as having positive social skills is a protective factor that decreases the likelihood of developing mental health challenges.

When we teach skills such as communication, relationship development, conflict resolution, emotional identification, self-regulation, and emotion management, we are equipping students with tools to be resilient in the face of adversity. Additionally, particularly after this extended period of social/physical distancing, it is extremely important to provide students with opportunities to learn, practice, and use these skills, and to connect with adults and peers meaningfully. Now more than ever, a public health approach to mental health is required to ensure that necessary prevention, early intervention, and treatment strategies are in place for staff and students, and that school environments support optimal mental health so that teaching and learning can occur. Some considerations and supports for mental health include:

- Professional development on virtual and blended mental health supports.
- Strong communication plan on safety and health for staff and students.
- Review bullying policy with all staff.
- Other mental health considerations:
  - Support services for any loss of life of staff or families, including educational materials on loss and grief available to staff and students.
  - Staff training for information on signs and symptoms to observe in students and others.
  - Communicate counseling services available to students.
  - Trauma support teams may need to expand beyond the 53206 Initiative.
  - Identify families in need of long term physical and mental health support and provide resources to families.

## Welcoming Staff Back

Both district leaders and building administrators shoulder a responsibility to support the physical and psychological well-being of staff. Both the COVID-19 pandemic and the racial injustice crisis have flipped "normal" on its head and required changes to even the most routine, mundane tasks. Everyone's experience of these pandemics is different, in both their personal and professional lives. The psychological impacts don't stop at any specific position in the district, so we must support all of the staff around us. All of the recommendations below can be modified

and implemented as appropriate to your role, and the role of the staff around you, in promoting the psychological well-being of district staff.

**Create Predictability**

Our collective sense of normal was significantly altered when school and work shut down, businesses closed their doors, and anticipated events were cancelled. Due to the pandemic, adults may be experiencing the loss of a friend or family member, the loss of one or more household incomes, significant changes to job expectations, and personal or familial health concerns. There is also a lot still unknown about what the future will bring. This perpetual state of not knowing can be a source of ongoing stress, even for those without underlying mental health concerns. In order for staff to be able to create supportive environments for students, they must first feel like they are in an environment that recognizes and supports their own psychological needs. One way that we can support staff to regulate themselves and be in an optimal mindset for teaching is by creating predictable environments with transparent expectations.

- Establish, communicate, and consistently use routines and procedures with staff.
- Use timely and effective communication staff, so that updates or changes are shared as soon as possible.
- Have compassionate, but high expectations of staff, which are explicitly communicated.
- Encourage, support, and facilitate the implementation of PBIS school and classroom best practices, including the development of routines, procedures, and expectations. These practices cannot be implemented without sufficient support and resources.

**Establish Community**

The abrupt closure of schools this spring, coupled with physical/social distancing has created a sense of isolation for some. This distance may have been a welcome relief for some adults who are now anxious about being around large groups of people. For others, this was a very difficult adjustment and they are desperate to be back amongst peers and students. Whatever the case, establishing strong, trusting relationships amongst the adults in the school community will be more important now than ever. It is important to devote specific time to developing relationships between adults so that community healing can occur. It is also increasingly apparent that difficult conversations need to be held about issues pertaining to race. Sufficient space, time, and resources need to be dedicated to allowing those conversations to happen.

- Intentionally and actively focus on relationship building and community development between and amongst staff, including all levels of administration and building staff. We cannot expect these staff connections to happen naturally.
- Presume best intentions of staff during the school closure and as we are preparing to return. It is not fair to make assumptions or pass judgment about staff.
- Make yourself visible, available, and accessible to staff.

**Process Emotions**

For adults and students across the community, the experiences during the extended school closure have been widely varied. Not only will individuals have feelings to process related to

COVID-19, but the recent protests, rallies, and unrest across the city and country have likely led to potential strong feelings as well. When considering the emotions of others, it is important that we not make assumptions about what others in our school community may or may not be experiencing. Everyone who has lived through a similar event will not experience or process it in the same way. As adults, it is important that we process and acknowledge our feelings about the COVID-19 pandemic and racial inequities. In turn, this will allow us to help students acknowledge and manage their own emotions.

- Practice self-care; model and encourage self-care for staff.
- Be empathetic with staff, they are struggling with personal and professional changes as much as the students (i.e., schedule changes, changes in teaching methods, financial changes, family changes, classroom set up and hygiene procedures). It is unrealistic to expect staff to start this year just like any other.
- Recognize that race plays a role in personal experience during the pandemic and racial injustice crisis; and we cannot assume that everyone experienced the same conditions and resources.
- Offer reassurance to staff about steps we are taking to keep them safe; remember people with anxiety often need repeated assurance.
- Offer opportunities for staff to reflect on change and losses during the pandemic and racial injustice crisis, as well as the impact these events have had on them.

Expect mistakes and view them/encourage staff to view them as learning opportunities.

**Identify Vulnerable Staff**

All adults have experienced the reality of the past few months differently. There is likely a wide range of emotions that individuals are processing as we move through these times. There may be some unknowns about what the future holds, but what we do know is that it will not look the same as when we left in March. There are a number of factors that increase a person's risk for having difficulty coping with stressful situations, including pre-existing mental health conditions, lack of access to needed resources, proximity to the stressful situation, and not having a strong support system. It can be uncomfortable to ask fellow staff members how they are doing, particularly if we are concerned about them; however, that is precisely what needs to be done. It is vital that we take care of one another during this time.

- Monitor staff for signs of difficulty coping. These include, but are not limited to: Frequent angry outbursts; irritability; social withdrawal; increased absences; repeated physical complaints (headaches, stomachaches, etc.); rapid weight gain or loss; frequent worry; decline in job performance; self-destructive or risk-taking behaviors.
- Seek consultation and assistance from the Employee Assistance Program (EAP) and/or human resources.
- Offer small group opportunities to mourn students and staff. Schoolwide memorials or loudspeaker memorial announcements should not be used.

For further information or guidance on helping your school community cope with the death of a staff member or student, please contact the district crisis team.

## Welcoming Students Back

Recent events, such as the health pandemic and the unrest across the city and country have created circumstances in which students may be experiencing toxic levels of stress. We have no way of knowing what each of our students has experienced during this time, and each student will respond to these circumstances differently. Implementing trauma-sensitive practices and creating safe and supportive classroom environments can help promote resilient outcomes for students.

## Create Predictability

Children who have experienced traumatic and/or stressful situations may continually be in a state of hypervigilance. This means that they are always on high alert, looking for potential threats to their physical or psychological safety. Sudden changes to routine, inconsistently applied rules and consequences, and unexpected changes to the physical environment can be threatening to a student's sense of safety. When predictable routines are established, taught, and adhered to, students can calm this vigilant part of their brain, allowing them to relax and be in the right mindset to learn. Safe environments for students can also be cultivated by having consistent, reasonable expectations of students with predictable limits, boundaries, and consequences.

- Implement PBIS classroom best practices including: build relationships, set expectations, rules, and procedures, teach expectations, rules and procedures, redirect and set consequences, and acknowledge.
- Establish, communicate, and consistently use routines and procedures.
- Have compassionate, but high, expectations.
- Use timely and effective communication with students and families regarding building and district changes.

## Establish Community

Students experienced a lack of closure from the 2019-20 school year and, with the impacts of physical/social distancing, they were not able to reconnect socially with their peers. For some, this distance may have been a welcome relief and they are anxious about returning to a classroom of peers. For others, this was a very difficult adjustment and they are desperate to be back amongst friends. Whatever the case, establishing strong, trusting relationships within classrooms and the broader school community will be more important now than ever. It is important to explicitly teach relationship skills and devote specific time to developing relationships between students and teachers and amongst students. Utilizing cooperative learning opportunities also helps students cultivate strong relationships. It is also increasingly apparent that difficult conversations need to be held about issues pertaining to race. Sufficient space, time, and resources need to be dedicated to allowing those conversations to happen.

- Focus on relationship building among students, and between staff and students.
- Build in explicit time and activities to let students establish or reestablish peer relationships.
- Actively seek connections with students' families.

- Make yourself visible, available, and accessible to students and families.

**Process Emotions**

For adults and students across the city, the experiences during the extended school closure have been widely varied. Not only will individuals have feelings to process related to COVID-19, but the recent protests, rallies, and unrest across the city and country have likely led to potential strong feelings as well. When considering the emotions of others, it is important that we not make assumptions about what students may or may not be experiencing. Everyone who has lived through a similar event will not experience or process it in the same way. As adults, it is important that we acknowledge our feelings about the COVID-19 pandemic and the racial injustice crisis, so that we can help students acknowledge and manage their own.

- Practice self-care; model self-care for staff and students.
- Offer reassurance as needed to students about steps we are taking to keep them safe.
- Recognize that race plays a role in personal experiences during the school closure, and that we cannot assume that everyone experienced the same conditions and resources.

Offer opportunities for students to name and reflect on changes and losses during the school closure during classroom discussions, circle time, writing, and art activities. Sharing should be optional as students feel comfortable.

**Utilize Responsive Instructional Practices**

Students have been away from traditional academic instruction for an extended period of time. As with any exercise, our minds need an opportunity to ease back into our old routines. Dr. Bruce Perry describes a 3 Rs approach to working with students, particularly during times of stress or trauma. The 3 Rs stand for Regulate, Relate, and Reason. In essence, students must first feel regulated in order to relate to others in the school community, which they must do in order to be fully prepared to engage in the higher-level cognitive reasoning necessary for learning. Many instructional practices can be utilized which build on this concept and allow students the opportunity they need to regulate and relate during academic instruction.

- Gradually build up instructional stamina by including brain breaks.
- Focus on experiential learning opportunities.
- Teach students to view mistakes as evidence that they are learning.

**Identify Vulnerable Students**

The universal practices we put in place to establish routine, prioritize relationships, and process emotions are important first steps in mitigating some of the impacts of trauma and stress on students. Unfortunately, while the above practices are necessary for all students, they may not be sufficient for some. There are a number of factors that increase a student's risk for having difficulty coping with stressful situations, including pre-existing mental health conditions, lack of access to needed resources, proximity to the stressful situation, and not having a strong support system. Early intervention can have a positive impact for students, so it is important that we connect students with resources when we first begin to have concerns.

- Monitor all students for signs of difficulty coping, including but not limited to, frequent angry outbursts, irritability, social withdrawal, increased school absences, repeated

physical complaints (headaches, stomachaches, etc.), rapid weight gain or loss, frequent worry, decline in academic performance, and self-destructive or risk-taking behaviors.
- Seek consultation and assistance from building mental health staff (psychologist/social worker/school counselor) for struggling students.
- Offer small group opportunities to mourn students and staff. Schoolwide memorials or loudspeaker memorial announcements should not be used. For further information or guidance on helping your school community cope with the death of a staff member or student, please contact the district crisis team.

## Supporting Students with Disabilities

Special education services will continue to be provided in accordance with the student's Individualized Education Program (IEP), but IEP teams may need to meet to review the potential impact that an alternative programming option, with reduced or possibly no face-to-face instruction, may have on implementation of a child's IEP. Other considerations for supporting special education needs include:
- Professional development on assessing students' present levels of performance.
- Professional development on effective IEP meetings.
- Ensure teachers have access to SPED COVID-19 resources.
- Continue refining the plan to ensure that evaluations and IEPs are being completed.
- Develop a plan for students to transition back to the school environment.
- More PD on meeting the needs of students in a virtual environment.
- Increase communication between school and home.

## Social, Emotional and Mental Health Support Plan

This subgroup was a collective of professionals who collaborated, analyzed best practice and considered scenarios to support the need to develop an efficient hybrid and virtual plan to support students, staff and families regarding mental health. There is general consensus amongst education and mental health professionals, that supporting the social, emotional, and mental health needs of all youth and adults has to be a priority when schools reopen. We know that everyone has experienced change, loss, and/or stress during the current times, and time to process those emotions is necessary to meet our children where they are, and then to help them grow socially, emotionally, and academically. A standard of care for both prevention and intervention is required, including implementing and maintaining routine and predictability, establishing relationships and building community within classrooms and schools, processing emotions, using responsive practices, and identifying vulnerable individuals. Addressing the academic skills gap remains an important objective; however students will not be ready to engage in formal learning until they feel physically and psychologically safe. Caring for the social, emotional, and psychological wellbeing of students and staff will need to be a reflective process, throughout which we are continually evaluating and improving our methodology.

Communication of these supports, to and with all stakeholders, is also a priority. We are working to ensure uniformity and alignment of information, including referral pathways to both internal

and community resources. It is critical that messaging from all district staff is consistent. Plans are also being developed to proactively provide resources to families.

## What the district will do

Milwaukee Public Schools provides robust social, emotional, and mental health services and supports to students, families, and staff. Services are provided within a multi-tiered system of support which includes prevention, intervention and crisis response. Universally, teachers and other school staff provide a social and emotional learning (SEL) foundation for skill building, relationship development, routine and structure, all of which assist in providing a safe and predictable environment within the school community.

Additional services are provided by school counselors, school psychologists and school social workers who make up the pupil services team in each school. Teams will continue to coordinate strategies and support on an individual, small group, and classroom basis for the 2020-21 school year. These services will be modified to address student's immediate needs and concerns with the goal of prevention, intervention, and referral as needed for students who need targeted support as well as access to school-employed and community mental health professionals. Although core services will continue, the delivery may be adjusted to include a virtual process i.e. Google Meet, Google Classroom in the school and home environments as appropriate. We will educate students on ways to participate in the relationship through virtual/distance school counseling, school psychology, and school social work. We will educate the school community on how to best access the pupil service team members. Our pupil service teams will be accessible to students through email, phone, and online platforms for advising.

Each pupil service department office has reallocated time spent on service to prioritize the most critical academic, career, and social emotional needs in a virtual/hybrid setting. Professional development will be provided to pupil service staff in order to maximize their skills sets, allowing them to meet student needs in multiple learning settings.

Pupil services staff collaborate with community agencies/partners which support a variety of needs. Working with families to identify gaps and facilitate referrals. Referrals will be made to both internal and external agencies and resources as appropriate to meet student and family needs.

## What students, families, and staff will notice

Students, families, and staff will return to school environments that are warm and welcoming. They will be greeted by staff who demonstrate genuine care and concern for their overall well-being. In the event that virtual programming is required, students and families will receive regular check-ins from school support staff delivering individualized and group interventions. Furthermore, virtual classroom guidance will be available for content delivery such as mindfulness and academic, career, and personal/social development.

Parents and caregivers will receive regular communication on mental health tips. Electronic communication will be made available in addition to physical materials where possible, to accommodate multiple modes of contact. For example, packets on social and emotional learning lessons for home will be shared, in addition to web-based resources for families.

Staff will receive weekly check-ins from administrators and co-workers *(through phone chains and/or virtual meetings)* as part of an increased emphasis on self-care and community building. Throughout the year, the Employee Assistance Program (EAP) contact information will be shared and posted in various formats.

Public service announcements which offer tips, strategies, and/or activities to maintain healthy mindsets and overall health will be provided regularly.

# Classroom and Schoolwide Supports
## Social, Emotional and Mental Health

Below you will find the hybrid and virtual roadmap to classroom and schoolwide supports for social, emotional and mental health for MPS's return to school in fall. In the event that we are fully in-person, schools will provide additional attention and support regarding the universal and Tier I measures. The universal components identified are vital to the development and support of staff and students. The overall goal is to ensure that the following strategies, supports and resources become a seamless addition to every school's educational plan. All in-person activities will take into account social distancing capabilities at each school site.

| Area | Hybrid (In-person and Virtual) | Virtual |
|---|---|---|
| 1. Universal Supports | A. Welcome students<br>  a. Create predictability.<br>  b. Establish community.<br>  c. Process emotions.<br>  d. Use responsive instructional practices.<br>  e. Identify vulnerable students.<br>*Will be covered in PLI.*<br>B. Standard of care.<br>  a. Establish a system of support: check in with students and families weekly.<br>C. Student virtual contact form<br>  a. Classroom folders will be completed identifying individual students to keep a running record of contact.<br>  b. In-person attendance will be taken in Infinite Campus (IC).<br>  c. Provide explicit skill instruction (Tier I).<br>  d. Second Step.<br>  e. School counseling core curriculum (K-12). | A. Welcome students<br>  a. Create predictability.<br>  b. Establish community.<br>  c. Process emotions.<br>  d. Use responsive instructional practices.<br>  e. Identify vulnerable students.<br>*Will be covered in PLI.*<br>B. Standard of care.<br>  a. Establish a system of support: check in with students and families weekly using multiple virtual means i.e. Remind, text, Google Classroom, etc.<br>C. Student virtual contact form.<br>  a. Classroom folders will be completed identifying individual students to keep a running record of contact.<br>  b. Provide explicit skill instruction (Tier I)<br>  c. Second Step.<br>  d. School counseling core curriculum (K-12). |

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| | f. Individual student planning (Academic and Career Planning).<br>g. Focus on symptom reduction and social/emotional skill building.<br>D. Create safe and supportive environments for students.<br>　a. School counselors will run a mindfulness classroom at all K-8 schools.<br>E. School-based health team must address student and staff mental wellness.<br><br>*Professional development is needed for all components for principles and staff.* | e. Individual student planning (Academic and Career Planning).<br>f. Focus on symptom reduction and social/emotional skill building<br>D. Create safe and supportive environments for students.<br>　a. School counselors will run a virtual mindfulness classroom at all K-8 schools.<br>E. School-based health team must address student and staff mental wellness.<br><br>*Professional development is needed for all components for principles and staff.* |
| **2.**<br>**Tier II** | A. Virtual and/or in-person delivery of Check-in Check-out (CICO) and Social/Academic Intervention Groups (SAIG).<br>B. Small groups in-person and/or virtual - standard number of groups will be required.<br>C. Focus on symptom reduction and social/emotional skill building.<br><br>*Consult with the PBIS team to develop virtual day to day procedures at the school level.*<br><br>*Consider how these groups transition from hybrid/in-person to virtual.* | A. Virtual and/or in-person delivery of Check-in Check-out (CICO) and Social/Academic Intervention Groups (SAIG).<br>B. Virtual small groups - standard number of groups will be required.<br>C. Focus on symptom reduction and social/emotional skill building using a virtual platform.<br><br>*Consult with the PBIS team to develop virtual day to day procedures at the school level.*<br><br>*Consider how these groups transition from hybrid/in-person to virtual.* |
| **3.**<br>**Tier III** | A. In-person and/or virtual delivery of educational wraparound and RENEW services. | A. Virtual delivery of educational wraparound and RENEW services. |

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| | a. Team and student meetings.<br>b. Collaboration on plans.<br>B. In-person and/or virtual 1-1 counseling (in school staff).<br>C. Focus on symptom reduction and social/ emotional skill building.<br>D. Community involvement and/or outside supports, may be completed via a virtual platform.<br><br>*Consult with the PBIS team to develop virtual day to day procedures at the school level.*<br><br>*Consider how these groups transition from hybrid/in-person to virtual.* | a. Team and student meetings.<br>b. Collaboration on plans.<br>B. Virtual 1-1 counseling (in school staff).<br>C. Focus on symptom reduction and social/ emotional skill building.<br>D. Community involvement and/or outside supports using virtual platform.<br><br>*Consult with the PBIS team to develop virtual day to day procedures at the school level.*<br><br>*Consider how these groups transition from hybrid/in-person to virtual.* |
| **4.<br>Referral Pathway** | A. Develop talking points for staff to utilize to help families when needs arise to establish consistency*;* MPS social, emotional, and mental health support website (in development).<br>B. Student services online referral process; teachers and/or staff will be able to refer a student to receive support from pupil services staff. *PD and planning time needed.*<br>C. In-person and/or virtual Building Intervention Team (BIT) meetings.<br>D. Community mental health referrals as needed. | A. Develop talking points for staff to utilize to help families when needs arise to establish consistency; MPS social, emotional, and mental health support website (in development).<br>B. Student services online referral process; teachers and/or staff will be able to refer a student to receive support from pupil services staff. *PD and planning time needed.*<br>C. Virtual Building Intervention Team (BIT) meetings.<br>D. Community mental health referrals as needed. |
| **5.<br>Resources for Families** | A. Communication from schools about supports available, consistent with district messaging.<br>B. Social, emotional, and mental health support website (in development). | A. Communication from schools about supports available, consistent with district messaging.<br>B. Social, emotional, and mental health support website (in development). |

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| | C. Mental fitness news and tips for parents.<br>D. SEL packets to be used at home, shared both in paper version and electronically. | C. Mental fitness news and tips for parents.<br>D. SEL packets to be used at home, shared both in paper version and electronically. |
| **6.**<br>**Support Staff Expectations (Daily, Weekly, Semester)** | A. For example: identify media platform, (i.e. Google Classroom) and create activities that align with the support needs.<br>B. Office hours identified *(virtual platform will be identified)* and shared with the school community<br>C. Consent to work with students.<br>D. Referral pathway.<br>E. Current expectations for psychologists, school counselors, social workers are in place and will be enhanced to incorporate virtual processes.<br>F. Pupil service agreement: communication document for administrators to explain roles and responsibilities.<br>G. Any staff PD may be delivered virtually.<br>H. Development of schedules that will be communicated with schools. *Virtual platform will be determined. Minimize between-school travel to extent possible.*<br>I. All small groups and individual meetings with students will be conducted via a secured platform or in-person.<br>J. Continue use of IC contact log guidelines.<br>*PD will be provided by the respective department. Common planning time about social, emotional and mental health needs and supports for students.* | A. For example: identify media platform, (i.e. Google Classroom) and create activities that align with the support needs.<br>B. Office hours identified *(virtual platform will be identified)* and shared with the school community.<br>C. Consent to work with students.<br>D. Referral pathway (virtual).<br>E. Current expectations for psychologists, school counselors, social workers are in place and will be enhanced to incorporate virtual processes.<br>F. Pupil service agreement: communication document for administrators to explain roles and responsibilities.<br>G. Any staff PD may be delivered virtually.<br>H. Development of schedules that will be communicated with schools. *Virtual platform will be determined. Minimize between-school travel to extent possible.*<br>I. All small groups and individual meetings with students will be conducted via a secured platform.<br>J. Continue use of IC contact log guidelines.<br>*PD will be provided by the respective department. Common planning time about social, emotional and mental health needs and supports for students.* |

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| **7. Communicate about Social, Emotional and Mental Health Supports** | A. Use various modes of communication (email, phone, text, district/school websites, MPS APP, newsletters, etc.).<br>B. Communicating Tier I supports that must be in place for students. (All administrators will ensure support and accountability to staff and students. )<br>C. An FAQ will be created for all school staff to outline the pathways, identify guiding questions and responses to provide parents with uniform language.<br>D. Transparent communication with students, staff and families.<br>E. Work with the communications department or outside agencies to develop creative methods for advertising the resources, skills and strategies to support mental health.<br><br>*PD will be provided via directors of departments.* | A. Use various modes of communication (email, phone, text, district/school websites, MPS APP, newsletters, etc.).<br>B. Communicating Tier I supports that must be in place for students. (All administrators will ensure support and accountability to staff and students.)<br>C. An FAQ will be created for all school staff to outline the pathways, identify guiding questions and responses to provide parents with uniform language.<br>D. Transparent communication with students, staff and families.<br>E. Work with the communications department or outside agencies to develop creative methods for advertising the resources, skills and strategies to support mental health.<br>*PD will be provided via directors of departments.* |
| **8. Staff Wellness** | A. Develop a Wellness Hour.<br>B. Develop a Tranquility Space.<br>   a. Explore using the teacher lounge, making it a welcoming, soothing space.<br>C. Individual staff weekly check-ins (phone tree for larger staffs).<br>   a. District administrators within their departments/regions.<br>   b. School administrators with their staff.<br>D. Welcome staff.<br>   a. Create predictability. | A. Develop a virtual Wellness Hour.<br>B. Develop a Tranquility Space.<br>   a. Set up in a virtual platform.<br>C. Individual staff weekly check-ins (phone tree for larger staffs).<br>   a. District administrators within their departments/regions.<br>   b. School administrators with their staff.<br>D. Welcome staff.<br>   a. Create predictability.<br>   b. Establish community. |

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| | b. Establish community.<br>c. Process emotions.<br>d. Identify vulnerable staff (PD will be needed).<br>*Will be covered in PLI.*<br>E. EAP Resources consistently shared on staff documentation.<br>F. Consider Mental Health First Aid/Psychological First Aid for adults who work with adults.<br>G. Transparent communication: Answer staff questions, get answers and report back regularly with updates on status.<br>H. PD for staff on strategies for externalizing behaviors, classroom management, and identifying/ understanding mental health problems.<br>*Common planning time about social emotional and mental health needs and supports for students.*<br><br>*Ongoing professional development will be provided to administrators and staff members on how to facilitate conversations around racial injustice and equitable practices.*<br><br>*Weekly SEL check-in, educator self-care. Consider how to imbed the care versus it feeling one off.* | c. Process emotions.<br>d. Identify vulnerable staff (PD will be needed).<br>*Will be covered in PLI.*<br>E. EAP Resources consistently shared on staff documentation.<br>F. Consider Mental Health First Aid/Psychological First Aid for adults who work with adults.<br>G. Transparent communication: Answer staff questions, get answers and report back regularly with updates on status using virtual platform.<br>H. Virtual PD for staff on strategies for externalizing behaviors, classroom management, and identifying/understanding mental health problems.<br>*Common planning time about social emotional and mental health needs and supports for students.*<br><br>*Ongoing professional development will be provided to administrators and staff members on how to facilitate conversations around racial injustice and equitable practices.*<br><br>*Weekly SEL check-in, educator self-care. Consider how to imbed the care versus it feeling one off.* |

# Special Education Considerations
## Supports for students, staff, and families as well as resources available to support students with disabilities.

**Facility Space** - Itinerant staff to support students with special needs and movement between buildings.

- For occupational therapists, speech pathologists, other therapeutic services that are not full-time in buildings, we must consider how these individuals will travel to multiple settings and continue to provide services and maintain PPE. Explore the possibility of housing them in a building and have students go to that space for services.
- Cleanliness of the room after services provided to students and use of space to deliver these services.
- Concern for the people that come into the building are often in multiple locations and exposed to virus and transferring between buildings and students.
- Concern for engineering staff to clean the space thoroughly between student use.
- Number of students in self-contained units (possible subgroup).

| School Model | Students | Staff | Families |
|---|---|---|---|
| **Hybrid and Virtual** | Triage the needs of students based on physical space:<br><br>● Home environment.<br>● Health risk of students.<br>● Academically at-risk.<br>This is in consideration of students that have the most significant needs i.e. severe autism, medically fragile, and most in need of services offered in the school setting. We would need to consider the availability of a school space to house them all for services in specific spaces across the district. Individualized Education Programs (IEPs) would need to be adjusted to show this change of setting/placement for a temporary placement. | ● We would need to consider moving staff to other sites and the impact that would have on them.<br>● Staff remain at the location versus mobile to minimize the number of buildings.<br>● Consider the hospital/clinic standard of care for occupational therapy and model the same practice for students.<br>● Train paraprofessionals on how to support students in a virtual environment (SEL, IEP goals, reading strategies, phone calls home) to maximize all staff to support students during virtual learning. This would also include CHAs, and other staff as assigned to best meet needs of students. | ● Parents are becoming the 24-hour caregivers for those with medical and more severe conditions. Students need structure and care that families cannot always provide.<br>● No long-term care available for students with highest needs when school is closed.<br>● State and local supports for students.<br>● MPS is a lifeline for students with high needs (low end of the functioning scale).<br>● Impact on other students in the household for those that have siblings with disabilities.<br>Many services provided by MPS are not available to families during closure. Consideration needs to be made to ask outside agencies to provide services or |

| | | | assistance during periods of school closure or a full virtual model. |
|---|---|---|---|
| **Traditional** | Follow CDC guidelines for school reopening. | Consider health uniforms to change between students and classrooms for those staff members that must travel between buildings and work closely with multiple students. This will allow for easy changing of PPE to protect staff and students. | Communication to parents and families will be vital to ensure they know the precautions taken in the event we are in a traditional school model. |

**Academics** - What does a virtual setting and Inclusion for students and staff look like?

- Co-teaching.
- Self-contained students: Students who do not function at a high level are provided face-to-face instruction and those that are higher functioning would have more virtual instruction.
- IEP support.
- Special education and regular education teachers in the Google Classroom at the same time for the learning environment for whole group instruction (occurring at the beginning of the lesson to model whole-small-whole lesson design).
    - o  Require teacher collaboration and would benefit any type of learning accommodations.
    - o  Special education teachers provide support through one-on-one at a separate time based on IEP in another Google Meet.
    - o  IEP time and meeting minute requirements: Continuation of services for students in the fall by logging the student contact and progress monitoring support based on IEP.

| School Model | Students | Staff | Families |
|---|---|---|---|
| **Hybrid and Virtual** | ● Basic technology for students (assistive technology for those that need it) – Google Read/Write is available to all students. We will need a comprehensive list of programs available for special education students to access in a virtual or hybrid environment. We will need to consider | ● Knowledge and professional development on the use of these programs to accommodate the needs of students. On mConnect – information available on assistive technology resources for students and families.<br>● Consider assigning a tech support person specifically for families and students after work hours. | ● Link for Google Read/Write on the district website to download.<br>● Support families in assisting students in using the tools that will help in the home with connection to online resources.<br>● Provide detailed, visual directions on how to access |

- the availability of these programs and technology support in accessibility.
- Motivation for students to engage in online learning. Students should communicate what their preferred method of virtual learning is so teachers can accommodate these needs. Students will need to communicate needs to and ask for assistance from the teacher. This would be similar to a student raising their hand in class. Providing multiple assessments and opportunities to show meeting of standards (ex. picture of work and submitting to the teacher).
- Accommodate different learning times and learning styles to meet student needs (staff to assist) – flexibility and guidelines for accountability.
- Based on needs of students, providing other material in addition to technology:
  - Braille materials for visual impairments to participate at home in learning.
  - Hearing impaired aids.
  - CBU – emotional needs.
  - General school supplies available for students.
- Flashcards, reading material, manipulatives and other learning materials needed for at-home learning (based on individual needs of students).
- Students will need to learn the applications from the Chrome app store (ex. voice recording application).

- Professional development – providing online engaging lessons in a virtual platform. Staff will need to be flexible to meet the needs of students.
- Scheduling of virtual and instructional time in providing services in IEP to students in a virtual platform.
- Collaboration is vital between regular education and special education teachers to ensure the IEP goals and accommodations are being met.
- Collaboration for staff in planning and preparation for a virtual platform – regular education and special education teachers for seamless instruction. This collaboration is essential to ensure the needs of the students are met.
- Mandating training and collaboration time for staff (teachers, paraprofessionals, substitute teachers and new teachers) – specifying the time to collaborate during the day.
- Staff will need to incorporate materials such as flashcards, manipulatives, and other materials besides technology (i.e. document cameras) into the lessons to accommodate student needs. Students will need to learn the applications from the Chrome app store (ex. voice recording application). Another example is utilizing smartphone apps for recording work to upload to Google Classroom.
- Paraprofessionals, CHAs, and substitute teachers provide skills and training

- technology resources for families and students.
- Quiet workplace in the home with limited distractions and a consistent schedule each day.
- Providing guidelines to parents on setting schedules that meet unique family needs (handout to explain the needs of a successful virtual learning platform).
- Families need to ensure that students are participating on a daily basis and provide support as needed to their child (connecting with teachers, monitoring progress, contacting school or helpline when needed and as soon as possible).
- Provide training for families that are not computer literate or have the technology to support students.
- Provide guidance for parents that are minimally proficient in reading to be able to successfully support their students and provide language services for families that need it.
- Consider the language of the household in communicating and providing the supports needed.

| | | | |
|---|---|---|---|
| | ● Routines established for students in a blended setting and ensuring that there is a system in place for support and communication.<br>● Instructional support that cannot be done virtually and only face-to-face (therapy cannot be done online – PT, OT, CT, orientation and mobility – dependent on student needs).<br>● Self-contained units and support to students. Special consideration given to those that have the most severe needs (see triage approach above). | specific to academic and SEL support for students.<br>● Provide a checklist or guidelines to principals on co-teaching best practices (ESL, special education, regular education, paraprofessionals, substitutes). Offer professional development for ESL teachers, special education teachers, regular education teachers.<br>● Provide regular education teachers access to IEPs. IEP-at-a-glance or another format to easily view needs of special education students. | |
| **Traditional** | ● PPE concerns for students who are unable to wear a mask due to disability (in self-contained most students would be unable to wear a mask).<br>● Consideration for students at different schools to be on the same schedule or schedule that will work with families.<br>● If students exposed and quarantined, provisional services would need to be provided.<br>● High school students: Edgenuity online course and quizzes/tests have to be taken in school if continue in a virtual model. | ● PPE for various classroom settings.<br>● Consider summer school preliminary enrollment and practices (ESY is online)<br>● If staff contract COVID or are exposed and need to quarantine for several days, potentially work online from home with paraprofessional support or an in-house substitute teacher.<br>● Determine school-based needs regarding staffing. Some schools have a high number of substitute teachers. | ● Attendance concerns regarding wearing a mask and not enforcing the use of a mask.<br>● Clear document written for wearing a mask provided to families to set expectations.<br>● After hours homework helpline to support the various needs of students and families. |

## Community Advocacy and Support for Families

- Challenges with virtual instruction and needs of families.
  - o Ability for students to engage in the skills needed to meet their unique learning needs.
  - o Need for family support.
    - Accommodations for students who have moderate to severe disability needs.
    - How transportation will look in a blended model.
- Community resources needed.
  - o Example: One-on-one services for "in-home" setting would be challenging for a paraprofessional or a Community Health Service (CHS) worker.
- Community partnerships

| School Model | Students<br><br>All of these resources will be directed to the specific needs of students | Staff | Families<br><br>All of these resources will be directed to the specific needs of families |
|---|---|---|---|
| **Best Practices for All Models** | Resource considerations:<br>● Connecting families with health services.<br>● Bound by neighborhoods and interested in expanding services.<br>● Sebastian Clinic to support students – continued services for students and staff during the closure.<br>● Partnership with Children's Hospital or Aurora for nursing services – what does this partnership look like with the different staff and protocols.<br>● Faith-based initiative – extended services to support students in a crisis situation.<br>● Independence First<br>● 16<sup>th</sup> Street Clinic<br>● Special education liaison for families – currently in 19 schools.<br>● MPS Helpline during closure | ● Utilize parent coordinators to connect families to community-based resources – parent coordinator website has this information – expand the list to school counselors, social workers, teachers, school leaders, etc. – compiling to a central list to help direct families to the resources needed based on needs of students and families – create more of a seamless process for sharing information.<br>● Inform staff of the community partnerships available for students.<br>● Community schools have a community-based coordinator.<br>● Update school website with staff contact information and resources based on the school community | ● Connecting community partnership with families in a virtual setting.<br>● Establish contacts at the school level to assist families in accessing these resources (i.e. parent coordinators, social worker, school psychologists and school counselors).<br>● Publish resources available for families to reach out to. |

| | |
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| ● Additional County Resource available – African American Affairs Office (specific to COVID).<br>● Mental Health America – resources available for families as a result of pandemic ("first aid kit for mental health").<br>● Spectrum or AT&T for mobile hotspots available to allow internet access for families.<br>● Autism Society<br>● Respite care<br>● Camps<br>● 211 – information to assist with community utilities.<br>● DPI WISPI foundation – parent organization for support.<br>● BPD – Board for People with Disabilities<br>● DVR – Division of Vocational Rehab<br>● Early Childhood Program – Birth to 3 – provide community resources to families.<br>● Goodwill – life skills track.<br>● Milwaukee Urban League – job opportunities and resources for food, clothing and connection to other agencies to support family's needs. | needs. Incorporate some of the services from the general list of community partners to meet the unique needs of the school community in addition to individual school partnerships (relationship) that have been established.<br>● School staff should update relationships and partnerships on a consistent basis and ensure that the entire school community is aware of the resources specific to their school needs. |

**The following items are for later consideration or are items that have established procedures:**

## Child Care and Health Services if in a Hybrid Model

- Specific for students who require nursing.
- CHS currently assists students with their nursing needs – perhaps utilize these services in a hybrid model.
- Medically fragile students.

## Referral and Evaluation Process

- If students have been referred for special education, face-to-face assessment and progress monitoring must take place.
- Virtual assessments are not currently available in the district and accuracy and fidelity of the virtual assessments are not always representative of the student needs.
- Face-to-face assessments allow for observation of the assessments in the classroom and natural environment.

## Transportation for Students with Disabilities

- Door-to-door, one-on-one assistance, students who are handicapped, students who need to be harnessed, etc., do not allow for social distancing due to the needs of the students (safety for staff and students).

## IEP Meetings

- Language in the IEP may need to be amended if in a virtual setting. Virtual settings cannot necessarily be added as service in an IEP because the services might not meet the actual needs of the students and evidence of students making progress in that setting does reflect the specific needs of the students.

# Professional Development
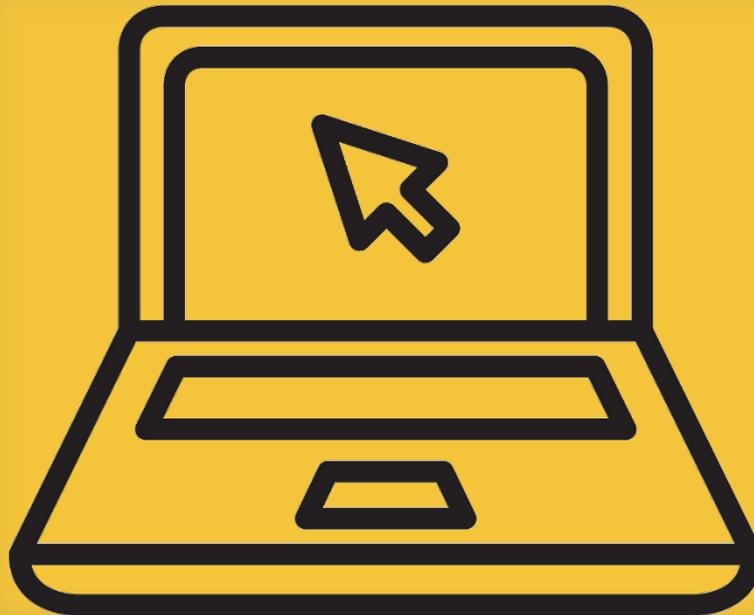
# Professional Development

As we prepare to launch the 2020-21 school year, we have many new opportunities to meet the virtual environment. Therefore, ongoing professional learning is needed to equip staff with the skills, knowledge and dispositions to effectively support students and families in this new environment. While many of these strategies are not new to education, the ability to do this in a virtual setting is however, new to many staff members. These professional learning opportunities will ground staff in strategies and protocols of the district while also ensuring strong and safe instructional practices in every classroom.

The recommended professional learning opportunities as written in this plan were developed by a cross section of individuals from teachers, Milwaukee Teachers' Education Association representatives, Administrators and Supervisors Council representatives, principals, parents and district level personnel contributed to the development of this plan by sharing their insights and expertise. The courses as represented in this plan are grounded in concepts that promote equity and serve to connect staff, students and families with opportunities that will support key learning. Ongoing professional learning opportunities and support are designed to ensure academic rigor and success, safe practices, and strategies that support the social emotional well-being of staff, students and families.

Milwaukee Public Schools provides a high-quality system of adult professional learning aligned to key district initiatives, designed collaboratively and available in a variety of formats allowing staff to personalize their learning that may be accessed anytime, anywhere. Adult professional learning will be on-going, job-embedded, supported by coaching and based on adult learning theory. Each experience will offer diverse and creative learning opportunities, while respecting individuals and cultural differences. Successful adult professional learning will result in a highly-effective staff that provides coherent and equitable instruction and services for students and their families, resulting in measurable gains in student achievement. The plan supports best practices of adult professional learning through checks for understanding, effective feedback and coaching for improved practices and increased student achievement.

**What the district will do**
- Provide all administrators, teachers and paraprofessionals with a virtual teaching skills self assessment to determine readiness to provide synchronous and asynchronous virtual instruction.
- Utilize a PD cycle that starts with and uses data from multiple sources when developing and designing courses.
- Ensure that professional learning is viewed as a collaborative process.
- Embed coaching aligned to the professional learning opportunities.
- Offer a differentiated approach to the learning process.
- Focus professional learning on adult practices to impact student outcomes.
- Links to brief tutorials that cover basic topics.

- "One Stop Shop" MPS homepage access which includes clear organization of steps for accessing parent PD. This should be concise because parents are handling multiple responsibilities.
- Student tutorials with an intro to the new school year.
- Standardized communication tool.
  - One access point (i.e., Remind or Class Dojo).
  - Choose the tool that will most effectively reach all families.
  - Links established inside of Google Classroom (or other platform) standardized.
  - Make sure teachers have email addresses readily available.
  - Take advantage of announcements in Google Classroom stream.
  - Make sure communication tool is established before school starts.
- Provide the standard platform for teaching.
  - Teachers responsible for the flexibility inside the standardized platform.
  - Build in the links/docs/videos for parents inside that platform.
- Virtual meeting platform with PD on how to utilize.
  - At least one group time per week. Seeing each other as a group is important.
  - Daily scheduled times for meeting.

**Professional Development Opportunities**
A listing of virtual learning professional development opportunities can be found in the appendix.

**Parent Professional Development**
Educate/support parents on what's in the Clever Toolbox and what those platforms are used for. During our parent work group meeting, participants which included a multitude of stakeholders, expressed the need for easy and accessible videos helping parents navigate the many different platforms students and parents will be required to use during a virtual or blended learning environment. Participants also expressed that the videos need to be no longer than 5 minutes and in multiple languages. These platforms include whichever learning management system the district decides teachers and students will use for virtual/blended learning, the video conferencing platform to be used, the Clever Toolbox, and other family resources the district has created. One of the main struggles during the spring that many group participants voiced was that parents did not necessarily know how to support their kids on Google Classroom utilizing the Chromebook. Creating these videos would help to alleviate those issues.

Create parent tutorials (in multiple languages) on navigating and using the platform that has been chosen.
- Video conferencing and learning management platforms - e.g. Google Meet and Google Classroom.
- Ensure videos that are currently on the family resources page have been translated into additional languages for parents who are unable to read resources.

**What students, families, and staff will notice**
- Clearly defined expectations of learning for staff and families.

- Learning opportunities for staff, families and students are aligned to district initiatives and protocols necessary for teaching and learning in a virtual environment.
- Improved virtual learning processes and practices.
- Emphasis on the social and emotional well-being of staff and students.
- A comprehensive catalog of learning opportunities.
- Opportunities for collaboration.
- Coaching linked to adult learning.

## Access to Existing Parent Resources

Ensure family resources that exist are accessible to families through a variety of means.
- Push out to all student chromebooks the link to the family resources site from the MPS website.
- Possibly in Clever under district apps.
- Connected to school websites.
- Parent coordinator is aware of resources to share with parents.
- Printed resources also made available.

### Overview

The district has spent time creating resources to help parents during virtual learning but those resources have failed to be accessed by the people who they were created for. The parent PD work group expressed concern that parents did not know where to access these resources and that the amount was overwhelming for parents. There was also concern that not all resources had been translated into multiple languages and those that had been translated may not have been correct. It is an urgent priority to make them accessible to all parents and families.

### What the district will do
- Personalize the resources based on student program and grade and what's needed for families.
  - Using student ID number to tie access to the Clever Toolbox.
  - An app that filters what pertains to your family.
  - Add filters to the MPS website.
  - Phone calls from staff members at the school walking them through resources that are available (using PTO, parent groups, SELF).
  - Training parent coordinators on what information is available so that the parent coordinators are available to pick which resources are relevant to the parent's needs.
- Short and brief - prioritize most important information.
  - Adjust communication from the district so that "headlines" and the direct links in plain text are first before going through other information being sent out.
  - Sending out text messages with one resource (e.g. "If you're having trouble logging on, click here for a resource to help").

- A flowchart or questions that help parents narrow down the resources to help them find what they need. The amount of resources may be too much for parents to navigate.
        - More user friendly search engine on the MPS website (make it more prominent, helps parents filter resources available).
    - Multiple points of access.
        - Adding links to resources on all school websites.
        - Prioritize what resources should be available printed at the Stop, Grab and Go sites and at the schools.

## What students, families, and staff will notice

Students:
- Greater support in the home environment.
- Increased accountability in completing assignments.

Parents/Families:
- More awareness of student usage and progress.
- Additional knowledge of technology and resources to support their child in a virtual/blended learning environment.

Staff:
- Increased student engagement in virtual learning tasks.
- More time to discuss academic concepts and assignments with students.

# Standard for Communicating Student Progress to Parents

Create a standard of how parents will consistently receive communication on student's progress.
- E.g. Bi-weekly text messages.
- Mini parent-teacher conferences.

## Overview

One of the main concerns of parents and families is that they did not receive timely and consistent feedback during virtual learning in the spring. To alleviate this, the participants in the parent PD work group felt it was imperative that a system was created district-wide to provide feedback on student progress and assignments that could be on-going during a virtual or blended learning model. This is important because a virtual/blended learning environment will require more frequent communication with families about student progress to prevent students from falling behind. It also has implications for increasing student engagement in learning assignments.

## What the district will do

- Frequency of communication:
    - Team suggests bi-weekly communication of progress on assignments, K-8.
    - For high school, the team recommends at least twice a month.

- Communication method:
  - Through learning platforms.
    - Inviting parents through Google Classroom.
      - Parents have to accept the invitation as well (parent tutorial).
      - Teachers need to turn this feature on in order for parents to receive (teacher tutorial).
    - Have teachers use the weekly summary feature in Google Classroom to share teacher comments and due dates.
      - Does not include missing assignments
  - Quick and brief communication such as text message, email, phone call for missing assignments.
  - Making sure everything is up to date.
  - More frequent and informal conferences by sharing office hours.
- Communication specifics:
  - Weekly summary of what students did and how they did. Include what additional support they need/what needs to be worked on via feedback given in the Google Classroom.
  - What students are missing - not included in the weekly summary.
  - Reconnect parents to the tutorials on how to access progress reports and other feedback - parent responsibility as well.

## What students, families, and staff will notice
Students:
- Increased accountability on classroom learning and assignments.
- Increased academic achievement and engagement.
- Use of feedback to enhance student assignments.

Parents/Families:
- Increased awareness of student progress.
- Greater knowledge of students strengths and weaknesses.

Staff:
- Increased attendance across multiple platforms.
- Greater adaptability to the needs of students.
- Increased student participation in virtual/blended learning activities.

## Technology Support for Students and Families

- Diversified group supporting multiple languages - Language Line, request for which language support is needed in.
- Live support to navigate computers.

## What the district will do
- Help Desk

- ○ Consider a separate help desk for family support not the regular line used to support staff.
  - ■ Need training for all those on the help desk.
  - ■ Multiple language support staff available.
  - ■ Translations through Language Line - help prioritize access for the help desk.
- ○ If one system for staff and families:
  - ■ More training for help desk staff to be able to respond.
  - ■ District adopted tools and mandated tools offer opportunities for tech support/internal experts such as training on Google Classroom, etc.
- ● Technology Request Tickets
  - ○ A type of ticket system (similar to that used for staff) where parents are able to get notification when the issue has been resolved and then tracks the type of issues parents are contacting tech support about.
    - ■ Currently working with parent dispute resolution services to import student information to create a Cherwell ticket. Creates an immediate response to let the end-user know it has been acknowledged, if not resolved. Creates a history to log responses and trail of support. Have a form on the MPS homepage that would generate a ticket that creates a log.
    - ■ Tech support email from staff automatically generated a ticket.
    - ■ Parent email request is monitored, but does not generate a ticket as they are not in the MPS email system - tracking system (what are the issues and have they been solved).
  - ○ Have premade support documents and videos, in multiple languages for parents.
- ● A "Remote-in" Tool for Chromebooks
  - ○ Research what tools would work best.
  - ○ We currently have a tool to help tech staff support remote-in on devices within the district, however this is currently not possible with Chromebooks.
    - ■ Possible tool for Chromebooks: https://remotedesktop.google.com/?pli=1

## What students, families, and staff will notice

Students:
- ● More support from parents and family members while learning virtually.
- ● Greater focus on academic tasks.

Parents/Families:
- ● Less stress while supporting virtual/blended learning.
- ● Increased knowledge of technology and resources to support their child in a virtual/blended learning environment.

Staff:
- ● More independence in families and students navigating virtual learning.
- ● Increased conversations around academic issues as opposed to technical troubleshooting.

# School Operations

# School Operations

In reviewing the various programming options for the 2020-2021 school year, MPS needs to consider other areas that will impact the instructional day beyond the method of instruction or classroom composition. There are many factors that contribute to successful school operations, and properly planning and accounting for the other operational aspects that may be affected by alterations to the school schedule due to the COVID-19 pandemic will be essential to ensure successful implementation. Some of these considerations are discussed in more detail below.

## Technology Considerations

Milwaukee Public Schools needs to plan for the technological needs of students as it weighs the programming options for the 2020-2021 school year. Some of the programming options being considered (full remote, two-day rotation) require all students to engage in virtual instruction, so it will be important to ensure all students have access to technology. Chromebook distribution to students will be a critical component to a successful remote learning implementation. Students who have already received a Chromebook this school year would continue to use that Chromebook in the upcoming school year if remote learning continues.

The elementary face-to-face/secondary distance learning option should require only a portion of the student population to have access to technology, and a return to full classroom instruction should not require additional technology accommodations beyond what MPS typically provides each year. However, it is still important to plan for technology access for all students even with these programming options because there is no guarantee that how we start the school year will be the same way we finish the school year.

MPS is prepared to move to remote instruction should state or local officials close schools again due to increased community spread of the coronavirus, for example. Thus, MPS must plan remote learning options for the upcoming school year, whether it be the primary programming option or a contingency option.

As MPS continues to assess technological needs for the upcoming school year, some other considerations that need to be reviewed are as follows:
- Adequate supply of technology devices.
- Internet access/accessibility.
- Security
- Possible need to add or replace virtual platforms.
- Staffing of tech support personnel.
- On-going professional development.

Supporting remote work, remote learning and virtual meetings have become the main work for the technology department during COVID-19. In addition to keeping core systems and

infrastructure functioning, staff have become key supports in assisting staff and students with virtual instruction and work.

The technology department has remained working during the school and district closures working on tasks such as: student Chromebook preparation and deployment, staff remote work device support, requests made to the MPS help desk have been attended to as well as connectivity to students in need with hotspot preparation/delivery/support. In addition, the technology department continued to make sure that critical student and business applications and data remained available.

In preparation for the "new" learning environment this fall, the department of technology has done the following:
- Purchased additional student Chromebooks to ensure that these hard to acquire devices are available for remote learning needs.
- Purchased wireless hotspot devices to support families that may not have Internet access in their homes so students can participate in remote instruction.
- Purchased additional power adapters for Chromebooks so schools can more easily provide students with this equipment for use at home as they are wired into Chromebook carts used in schools.
- Purchased additional laptops for staff to help schools with device needs in supporting staff instruction.
- Hired additional temporary contracted IT service technicians to help support devices that are leaving and being returned to schools.

Schools will notice that the technology department was ahead of many other districts in the country by obtaining hard-to-acquire Chromebooks as it would not be possible to purchase these devices on short notice this fall. Schools will also notice that the technology department has been working with a partner, Syslogic, on developing an asset tracking system. This tool will help schools more efficiently check out portable devices such as Chromebooks and wireless hotspots to families. This system will also integrate data with the district Destiny system to ensure that these technology devices are ultimately tracked in the same system as other district resources. Schools will also notice that the department of technology along with staff from school safety have been working tirelessly since this spring in prepping Chromebooks so when they arrive at schools they are ready for student use.

Schools and departments will also notice that the department of technology has become proficient in supporting various virtual meeting platforms for use with students, teachers, large district level PD events as well as district board meetings.

## Transportation Considerations

Milwaukee Public Schools provides transportation services to approximately 54,000 students annually for district, suburban, and private school students who live in the city of Milwaukee or, if they participate in specialty programs such as Chapter 220, homeless education or foster

placement network programs, in surrounding municipalities. The district also provides services for a variety of district-sponsored programs such as Head Start; interscholastic athletics; the Community Assessment and Training Program (CATP); Learning Journeys, and Special Olympics.

Chapter 121.54 of the Wisconsin Statutes spells out the provisions under which the school board of each district shall provide for the transportation of pupils, including establishment, administration, and scheduling of school bus routes. MPS Administrative Policy 4.04 further states that the district's transportation services division is to provide safe, adequate, efficient, and economical service to all eligible Milwaukee-resident students.

COVID-19 has required the district to consider changes to the way in which we safely transport students. The Department of Public Instruction (DPI), The Department of Health Services (DHS) as well as CDC have made a series of recommendations for the purpose of providing guidance to school districts for decreasing the risk to students and bus drivers of contracting COVID-19 during bus transportation. Milwaukee Public Schools is also actively collaborating with the Council of Greater City Schools (CGCS) to share industry best practices and some of the best thinking and recommendations from school districts across the country.

The Division of Pupil Transportation Services will develop and implement strategies and plans to help prepare for the reopening of MPS, specifically as it pertains to the safe transport of students.

Milwaukee Public Schools will have policies and procedures in place that set clear expectations for employees, students, parents, and contracted vendors. Continually revisiting and updating relevant policies needed for successful reopening will be key. Communicating these policies will be critically important for establishing a climate of awareness and compliance with any new requirements.

Included in these policies and procedures will be:

- Logistics for social distancing on school buses. This includes:
  - Financial considerations for all district considered scenarios
    - The costs structures are different for each scenario and depend on actual utilization needs. For example, families that attend school but opt out of utilizing transportation or if virtual options are offered individually in place on in-person learning, the cost implications lessen.
  - Plausibility of resources/personnel availability to accomplish each scenario. There simply are not enough school buses for hundreds or thousands of school districts to double, triple, or even quadruple the size of their fleets. Demand would far outpace supply—even if districts determined that they had the money to allocate to transportation.
    - Strict social distancing with districtwide (5) day a week in-person attendance would likely not be possible given the extreme financial

implications as well as the inability of contractors to secure the additional vehicles necessary, attract and ample hire staff, or even find additional facilities to house both staff and equipment.

■ Staggered attendance or five day a week attendance with at least 25% of the student body opting out of busing or for virtual education would be required to accomplish strict social distancing.

■ Decreasing social distancing to allow for one student per seat, not skipping any seats for full five day in-person attendance of all students could afford increased flexibility to accommodate transportation needs given fiscal, staffing, and equipment issues that arise if demand for transportation does not decrease.

○ Operational requirements and considerations needed to effectively accomplish safety measures.

■ This includes extra time needed to clean buses between runs, extra loading and unloading considerations and new processes to effectively manage bus behavior and account for unknown factors while adapting to the new rules and regulations related to COVID-19 and safe transport.

● Personal protective equipment, cleaning/disinfecting buses, requirements and preventative measures, signage needs and stakeholder training.

○ Ensure adequate inventory of emergency equipment should scenarios arise where PPE is not present or faulty.

○ Adequate supply of cleaning equipment for daily high touch surfaces and expected driver duties.

■ All drivers shall have sanitizing sprays and towels available to them, but do not store aerosol cans on the bus as they might explode in high heat.

■ Buses shall be disinfected/sanitized between routes utilizing the manufacturer's recommendations. Wipe down all seats that were used and high-touch areas of unused seats.

■ All cleaning supplies must be out of the reach of students.

○ Ample supply of nightly cleaning equipment (backpack or canister vacuums, "spray-and-vac," and "dispense-and-vac" cleaning systems) and procedures ensuring nightly deep cleaning is being performed.

■ At the end of the day, the bus shall receive a thorough disinfecting/sanitizing and all surfaces wiped down.

■ Contractors also may use electrostatic sprayers to disinfect buses at the end of each shift.

○ An "activated" cleaning system in the event there would be a new outbreak of the coronavirus with procedures in place to ensure regular inspections and maintenance to ensure they are in working order when "activated."

○ School bus signage and access control barriers where seating is prohibited.

○ Providing training—in-person, through videos, and online—to personnel who will be responsible for:

■ Cleaning,

- Social distancing awareness and enforcement,
- Contact tracing, communication, and emergency response.
○ Ensure drivers and maintenance/cleaning staff are properly trained in topics related to the pandemic. Examples of training topics should include:
- Information about COVID-19, how it spreads, symptoms, and risk of exposure.
- Employees understanding the difference between allergies, regular sickness and COVID-19 symptoms.
- Techniques for mitigating exposure such as:
  - Using gloves when handling and disposing of trash.
  - Avoiding touching surfaces often touched by passengers.
  - Avoid touching your face.
  - Proper hand washing techniques.
  - How to properly cover coughs and sneezes.
○ Bus manufacturers have posted comprehensive school bus cleaning and sanitizing/disinfecting procedures on its website, including specific recommendations for the types of products that may be used on different bus interior surfaces without damaging them. Avoiding degradation of bus interior materials, such as safety belts and seat covers, is an important consideration.
- [Blue-Bird](#)
- [International](#)
- [Thomas](#)
- [EPA Registered Antimicrobial Products](#)
○ Some products are also listed on the following website from the U.S. Environmental Protection Agency (EPA): [https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19](https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19)

- Employee and student safety standard operating procedures including:
  ○ Driver check-in protocol at bus company terminal, handwashing and hygiene requirements, and wellness screenings.
  - All employees will maintain social distancing to the extent possible. They should enter through one door and exit through a different door if available. All employee temperatures will be checked as they enter the work area and employees will complete any employee health screening per district protocol.
  - Garage employees that also are bus drivers will be checked prior to driving a route. Employees shall wear a mask unless they are unable to do so and have been provided with a doctor's excuse.
  - All garage employees will clean and sanitize surfaces and shared tools daily. Shared tools need to be sanitized between use by different people.
  ○ Loading and unloading procedures of school buses.
  - To the extent possible, seats will be filled from back to front when boarding.

■ Each bus will have a roster of eligible student riders (passenger manifest) and document the assigned seats for contact tracing.
■ At morning routes, rider attendance will be documented on the manifest before unloading at school. For afternoon routes, rider attendance will be documented on the manifest before the bus leaves the school.
○ Clear directions on seating requirements and maximum student load per bus type.
○ Expectations related to behavior management and social distancing deviations.
■ Students riding a bus shall wear a face mask to the extent possible.
■ Exceptions may be granted on a case-by-case basis when wearing a face mask would compromise the health and safety of the student.
■ It will be more difficult to have younger students comply with mask-wearing, but it will become the norm as they transition back into school. Drivers will need to remind them often.
○ Quarantine procedures for COVID-19 positive situations.
■ The district, in conjunction with bus contractors, will have policies and procedures in place to isolate students who develop fever or other symptoms during the day.
■ Students who have been identified with a fever at any point during the school day should not be transported home on a bus.
○ A driver has many responsibilities, including watching for those who are illegally passing the bus, watching students crossing the road and watching students who may be standing around the bus waiting to be scanned. It will be difficult to achieve temperature scans without a monitor and given the volume of buses servicing MPS and the time constraints prior to the start of the school year, the ability to have a monitor for each bus is not practical.
● Evaluation of specific what/if scenarios around the resurgence of the pandemic with possible responses and the staffing, funding, and resources required to address the variables involved in each of them.
○ Includes contact tracing protocol if positive cases are identified for students or drivers.
○ Emergency communication process for confirmed COVID-19 case.

● Fewer students per bus.
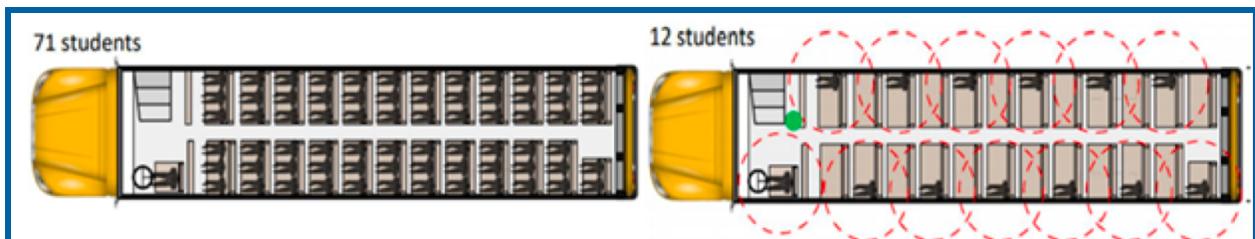
To accomplishing social distancing to allow for one student per seat, every other seat, the following number of students will be able to ride the bus:

| Rated Capacity | Number of Students |
|---|---|
| 34 | 6 |
| 52 | 9 |
| 66 | 11 |
| 70-74 | 12 |
| 78 | 13 |
| 84 | 14 |

Decreasing social distancing to allow for one student per seat, not skipping any seats, the following number of students will be able to ride the bus:

| Rated Capacity | Number of Students |
|---|---|
| 34 | 12 |
| 52 | 18 |
| 66 | 22 |
| 70-72 | 24 |
| 78 | 26 |
| 84 | 28 |

Neither of these scenarios account for sharing of seats for family members who reside in the same household. Households would and should share seating - up to three students in the respective seat - thereby slightly increasing the average capacity for student transportation.

Milwaukee Public Schools, with its recent move to a 3 tier bell schedule, was anticipated to have an average load approximately 30 students per bus route for a 72 passenger bus if all of the students pre-COVID rode the bus in FY21 all five days of a school week. Staggered schedules, virtual options, as well as families opting out of transportation will of course reduce the load count average to assist with social distancing requirements. Additional bus and driver needs will likely be required if staggered attendance, some virtual offerings, or family transportation opt out is not accomplished.

- Restricted areas marking where students cannot sit.

- Improved ventilation on buses via open window requirements.
- Frequent signage reinforcing expectations, rules and regulations.



- Emergency PPE for students for missing or faulty equipment.
- More bus routes for each school.
- Clean buses and enhanced access to sanitizing supplies.
- Districtwide procedures for behavior management or appropriate social distancing expectation violations.

- Clear communication protocol and contract tracing procedures to quickly inform stakeholders.
- Enhanced procedures related to entry and exiting of buses.

**Classroom Model**

In determining the appropriate programming option for the upcoming school year, it is important to consider facility capacity for any deviation from the traditional classroom arrangement. For example, should social distancing be needed in schools, the setup of classrooms will need to be reevaluated to ensure proper distancing is maintained while students are present and seated in class. This could also create the need to move and store unused furniture in other parts of the school building or off site. Below are some renderings of a typical classroom with proper distancing measures being implemented:

Typical Classroom
15 Desks
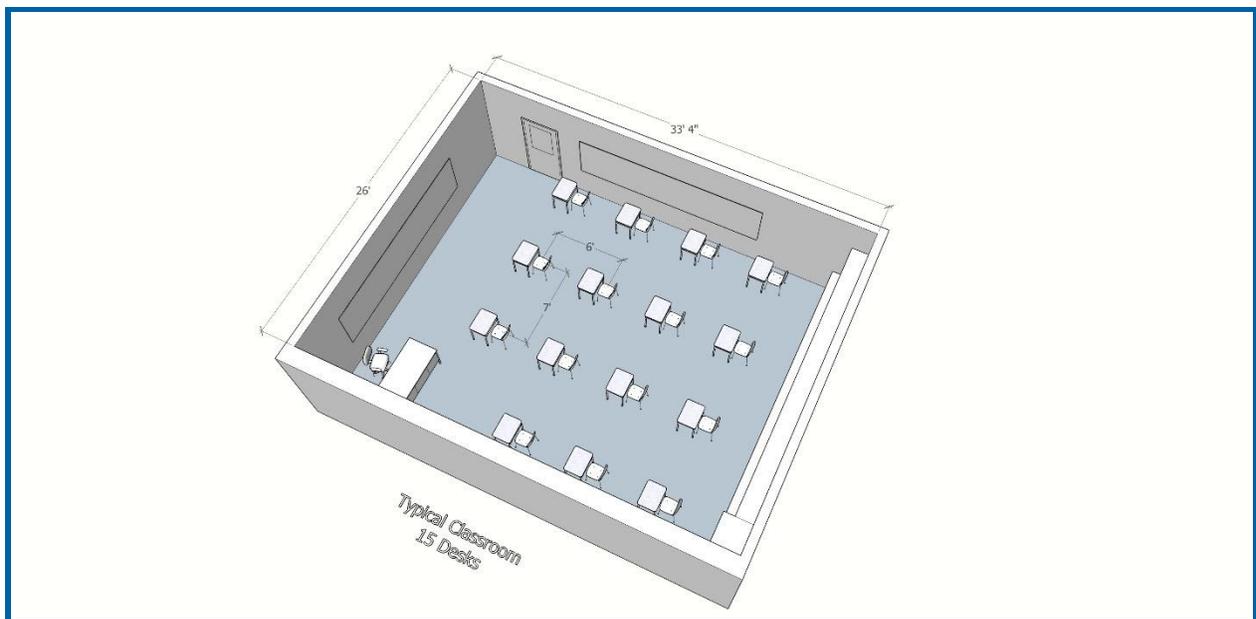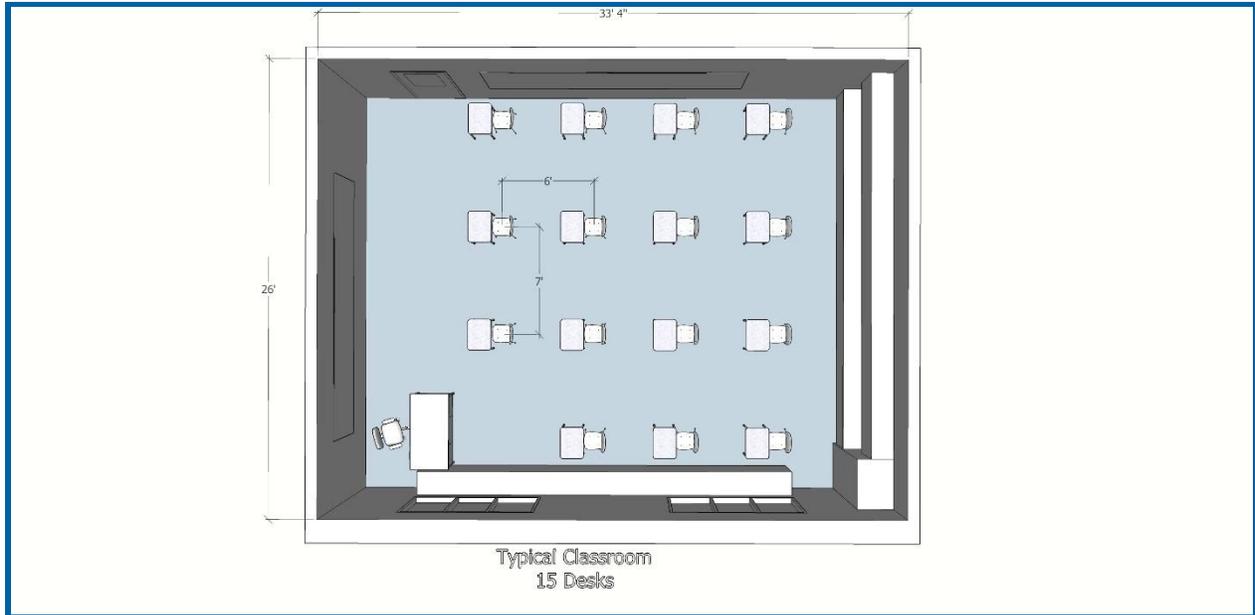
Additionally, cleaning and sanitizing guidelines will need to be assessed when scheduling the school-based instructional day to ensure the feasibility of the guidelines being implemented and followed. When considering the facility needs of the various programming options, MPS will also need to ensure that there are sufficient staffing levels to accommodate the revised classroom structure. The district will also need to hire additional staff to accomplish the increased cleaning and sanitizing needs of the building.

As the facility-based requirements are considered further, it will be helpful to review some of the following:

- Possible need for personal protective equipment (availability, cost, training on usage).
- Stock of cleaning/disinfecting supplies for every facility.
- Procedures for assessing daily cleaning needs.
- Procedures for social distancing in common areas, to include restrooms.
- Determine if locker use will be allowed during the day, possibly at staggered times.
- Determine distance and flow paths through the facility and consider floor markings.
- Determine if pre-designated entry and exit paths will be utilized.
- Consider the need for additional signage.

## Nutrition Considerations

In considering the programming options, MPS will need to address potential issues beyond the classroom. As mentioned in the facilities discussion, for example, MPS will likely need to implement procedures and protocols for social distancing in common areas, such as cafeterias. Milwaukee Public Schools will need to review the breakfast and lunch processes as well.

It is our responsibility as the Department of Nutrition Services to continue to provide meals to students. Due to the effects of the coronavirus pandemic on those in need, many of which

include our students and their families, we are working to continue to provide meals during this time and adjust our models and methods of food delivery to remain flexible with the changes in the schools structure.

- Assess current facilities and identify current capacity for volume of meal service.
- Consider staggered lunch and mealtimes or having students eat in classrooms with proper cleaning protocols.
- Assess staffing needs.
- Assess changes in food needs (ordering/stocking) to ensure they are consistent with the number of children in school.

**All virtual**
- Continue to operate 20-25 distribution sites.
- Breakfast and lunch served.
- Would need limited staff, roughly 125 food service associate/food service manager/delivery drivers total needed.
- No snack or dinner could be provided as students not eating on site as no current DPI waiver available at this time.

**Hybrid model**
- High school virtual, elementary spread throughout the district including high schools.
  - High school will be able to receive meals from a reduced number of distribution sites.
  - Elementary sites receive meals in school.
    i. Establish staggered incremental meal time for each classroom - designated time to go to the cafeteria; students go through the serving line to receive meals and sit in the cafeteria practicing social distancing. This would depend on the capacity of each school's cafeteria.
    ii. Establish staggered incremental meal time for each classroom - at designated time to come down to the cafeteria, students go through serving lines to receive meal and return back to classroom with meal in a "to-go" type container. Suggest increasing the length of each lunch period due to travel time to the classroom.
    iii. May need to apply a combination of both the above points to accommodate the number of students and social distancing factor.
- Group A, Group B
  - Students in attendance at school will receive meals at school.
  - Virtual student days may attend one of 10-15 distribution sites for meals.
  - Elementary sites and high school sites:
    i. Establish staggered incremental mealtime for each classroom to illuminate congestion at the serving line. Each classroom comes down to the cafeteria at staggered time, students go through the serving line to

receive meals and sit in the cafeteria practicing social distancing. This would depend on the capacity of each school's cafeteria.

- ii. Establish staggered incremental classroom meal times where each classroom comes down to the cafeteria, goes through the meal service line.
    1. Older students take meals to room in "to-go" type container.
        a. Suggest increasing the length of each lunch period due to travel time to the classroom.
    2. Younger students eat in the cafeteria.
- iii. No snack or dinner can be provided to students not eating on site as no current DPI waiver available at this time.


**All students return back to school - and district continues to support social distancing**
- In cafeteria
    - Elementary sites
        - Establish staggered incremental meal time for each classroom-designated time goes to the cafeteria; students go through the serving line to receive meals and sit in the cafeteria practicing social distancing. This would depend on the capacity of each school's cafeteria.
        - Due to limited capacity in each cafeteria and accommodate the social distancing factor, integrate a combination of both cafeteria and classroom dining. Establish incremental classroom mealtime where each classroom enters the cafeteria staggered and goes through the meal service line. Students will be divided for each lunch period where:
            - Older students take meals to room in "to-go" type container.
            - Younger students eat in the cafeteria.
    - High school
        - Establish incremental classroom mealtime where each classroom enters the cafeteria staggered and goes through the meal service line. In order to practice social distancing, students will be divided for each lunch period where:
            - Half of students take meals to room in "to-go" type container.
            - Half of students eat in the cafeteria.
    - Students not required to enter pins, nutrition staff/school staff will check off students eating.
    - Support for sanitation.
    - No change in staffing needs.
- In classroom - both elementary and high school
    - Important to establish clear meal time per classroom to eliminate lines during service.
    - All students go through the serving line to receive meals and carry meals to the classroom.

- - - ○ Establish staggered incremental meal time for each classroom- at designated time come down to the cafeteria, students go through the serving line to receive meal and return back to classroom with meal in a "to-go" type container.
    - ○ Additional costs: garbage bags, "to-go" go type container for food safety and sanitation, cleaning supplies for the classroom.
    - ○ Students not required to enter pins, nutrition staff/school staff will check off students eating.
    - ○ No change in staffing needs.
    - ○ Increase in time for each lunch period due to travel time to classroom.
  - Can only provide after school snacks or dinner meals if students are on site.

**Full in-person learning with virtual option**
- Three distribution sites would provide meals to virtual students – students on-site would follow the in-classroom model.
  - ○ Distribution sites: South Division, North Division, and Vincent
  - ○ Can only provide after school snacks or dinners if students are on site. This includes Stop, Grab, and Go sites.

If a child is not in school on any particular day, the expectation is to see breakfast and lunch meals offered to those students at distribution sites. If they are at school, they would continue to receive normal meals in school but will see differences with where they eat meals, presentation or those meals, increased sanitation in the classroom and, and increased social distancing.

# After School Programs, Interscholastic Athletics/Academics, Clubs
Extracurricular activities are a vital part of the academic experience and essential to fostering well-rounded students. These activities offer opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context. Research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out.

Milwaukee Public Schools offers a myriad of extracurricular opportunities. These activities vary by school but include before and after school child care camps/community learning centers, and safe places; clubs; and athletics and youth/middle school sports opportunities.

Many parents rely on the district's 100+ after school programs to provide a safe haven for their child and access to academic support, physical activity, socialization, and connections to caring adults during non-school hours.

If schools are structured to operate virtually or a combination of virtual and face-to-face, the following factors will be implemented:

- Involve building leaders in the development and implementation of planned activities.
- Assess parent need/interest in after school child care for enrolled students.
- Ensure physical distancing and safety precautions across all programs.
- Engage community based organizations to provide virtual programming if necessary.
- Develop a mitigation plan to address return to play protocol for MPS athletes based on WIAA guidelines. Plans are already in place for after school programs. Please see the appendix for the WIAA guidelines.
- Develop training for athletic directors/coaches/staff to implement guidelines.
- Implement online registration process for student-athletes (eliminate need for paperwork to exchange hands).
- Ensure appropriate distancing/COVID-19 signage is in place for programs.
- Purchase PPE for sanitizing, individual water bottles for student athletes and non contact thermometers for testing on site.
- Implement online ticket sales for all sports.
- Stream games to supplement limited public access to athletic events.
- Provide training staff training around PPE protocol, staff to student interaction, etc.
- Require schools to reevaluate their offerings and determine what can be done virtually or in accordance with current health guidelines. Clubs that operate via a meeting format would be easier to execute virtually. Other clubs would need to be re-imagined.
- Share lessons learned, procedures followed, etc., from opening of summer CLCs/camps/recreation programs (temperature checks at the door, furniture spacing, PPE upon entry, etc.).

Note: Virtual options are dependent upon students having access to technology resources.
- Level of care will be dependent on threat/risk level at the time (e.g., regular sanitizing of equipment, social interaction will be adapted).
- Increased focus on virtual programming (if virtual or hybrid model is adopted).
- Potentially reduced available openings in after school programs (may not be able to accommodate the demand).
- Reconfiguration of entry and exit paths from activities.
- Increased focus on safety precautions (facemasks, hand washing/sanitizing, cleaning, etc.).
- No spectators (or limited capacity) at games (games would need to be streamed so others could view).

## Early Childhood

The global response to COVID-19 has changed daily life in many ways for many people. Yet child development has not paused, and supporting children, families, and care providers of all kinds is as important as ever. Even with the significant impacts this public health crisis is likely to have on our nation's childcare and early learning programs, including educators, families, and children, the question still remains, "Why does high quality early childhood education matter?" Research studies have shown that children enrolled in high quality early learning programs have

a positive return on the investment which generates substantial savings in education, child welfare, and corrections.

Operating by the belief that optimal brain development requires a stimulating and enriching environment, adequate nutrition, learning opportunities and social interaction with attentive adults, the district's goal is to ensure that access to these opportunities will not be severely restricted or compromised. To ensure the healthy developmental trajectory of children, MPS will provide developmentally appropriate educational opportunities in either a hybrid or virtual approach during the early years so as to prevent irreversible outcomes, which can affect a child's potential for the remainder of his or her life.

**Virtual**
- Assist in the procurement of additional LMS tools aligned to better support early childhood (ex. SeeSaw, etc.).
- Students, families and staff are secure in the implementation of a virtual format for instruction due to a systemic communication flow that addresses social emotional learning and standards aligned, differentiated grade level instruction.
- It is thus important for schools to provide ongoing distance learning and continuity plans to support students and staff who are in and out of school for health reasons. It is also likely that schools may need to be prepared for distance learning in situations in which schools need to close temporarily to prevent further spread of the virus. (https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief)

**Hybrid**
- General health and safety
  - Work with communications to create signs and messages ("a standard district communication") which promote behaviors that reduce spread. Touch points include:
    - Stay home when appropriate,
    - Hand hygiene,
    - Face coverings, and
    - Social distancing.
  - Follow up on the purchase of face coverings to ensure appropriateness for students. Considerations include facial coverings (potentially face shields) with transparent front for Pre-K and K and students with special needs.
  - Determine procedure for daily health checks.
  - Develop guidance on the transition back to school and the "new normal" (ex. Everyone wearing face masks, social distancing, etc.).
    - Provide a resource list inclusive of websites, videos, books, etc.
  - Assist in establishing school building safety logistics (ex. Entering, exiting, restrooms).
  - Develop contingency plans for closing classrooms or schools in the event that students or staff contract COVID-19.

- - - Determine protocol for visitors/families dropping off children in schools (for the health and safety of staff and children is this allowable?).
  - Classroom
    - Develop guidance on:
      - Cleaning shared, hands-on learning resources.
      - Providing time for self-care within daily routine for increased lunch and recess periods so as to wash hands, set up boundaries for outside with cones, tape, etc.
      - Multi-student furniture (ex. kidney tables, large carpets, etc.).
      - Spacing, movement, and access within an early childhood classroom.
      - Technology expectations.
      - Tooth brushing and family style dining (Head Start).
  - Staffing
    - Review defined roles and responsibilities for instructional staff,administrators, substitutes, etc. so ensure physical and mental safety according to guidelines.
    - Training to prepare staff to instruct virtually and in-person (expectations for grading, tracking attendance, etc.).
    - Hire teachers who specialize in virtual learning.
  - Instruction
    - Assist in the procurement of additional LMS tools aligned to better support early childhood (ex. SeeSaw, etc.).
  - Students, families and staff are emotionally secure in returning to school due to the implementation of a strategic plan that ensures physical and emotional safety, provides standard district-wide communication and standards aligned, differentiated grade level instruction.
  - Students, families and staff are emotionally secure in returning to school due to the implementation of a strategic plan that ensures physical and emotional safety, provides standard district-wide communication and standards aligned, differentiated grade level instruction.

**Face-to-Face Instruction**
  - General health and safety
    - Work with communications to create signs and messages ("a standard district communication") which promote behaviors that reduce spread. Touch points include:
      - Stay home when appropriate,
      - Hand hygiene (ex. when boarding bus and entering/leaving the school),
      - Face coverings, and
      - Social distancing.
    - Follow up on the purchase of face coverings to ensure appropriateness for students. Considerations include facial coverings (potentially face shields) with transparent front for Pre-K and K and students with special needs.
    - Determined procedure for daily health checks.

- Develop guidance on the transition back to school and the "new normal" (ex. Everyone wearing face masks, social distancing, etc.).
    - Provide a resource list inclusive of websites, videos, books, etc.
- Assist in establishing school building safety logistics (ex. entering, exiting, restrooms).
- Develop contingency plans for closing classrooms or schools in the event that students or staff contract COVID-19.
- Determine protocol for visitors/families dropping off children in schools.
- Classroom
    - Develop guidance on:
        - Cleaning shared, hands-on learning resources.
        - Providing time for self-care within daily routine for increased lunch and recess periods so to wash hands, etc.
        - Multi-student furniture (ex. kidney tables, large carpets, etc.).
        - Spacing, movement and access within an early childhood classroom.
        - Technology expectations.
        - Tooth brushing and family style dining (Head Start).
- Recess/physical education
    - Assist on establishing schedules that stagger recess time is provided set up of boundaries for outside with cones, tape, etc. and the clean up routine after recess.
    - Training to prepare staff to instruct in-person.
- Staffing
    - Review defined roles and responsibilities for instructional staff,administrators, substitutes, etc. so ensure physical and mental safety according to guidelines.
- Students, families and staff are emotionally secure in returning to school due to the implementation of a strategic plan that ensures physical and emotional safety, provides standard district-wide communication and standards aligned, differentiated grade level instruction.

## District Enrollment

To retain our current MPS families, as well as attract new students to our district, MPS will employ a promotion that informs families about the multiple options on how to enroll at MPS. Whether the children of Milwaukee are attending school whether face-to-face, virtually, or a combination of both, MPS will be prepared.

The promotion will incorporate the following:
- Traditional online enrollment application process.
- Central Services enrollment phone bank.
- Curbside enrollment.

# Communications

# Communications

**Overview**

The communications and marketing department will ensure that students, families and employees have the information they need to be safe and keep all stakeholders up to date with important information.

Effective communication is key to the success of any collaborative venture, whether it is a project between two students, or the relationship between a school district and the community it serves. The communication work group consists of students, parents, teachers, school leaders, community members, and other district staff. The group met daily over a period of a week to plan out how to keep students, families, and staff informed and engaged during all parts of the fall school reopening, regardless of the decision on which instructional model will be enacted.

**What the district will do**

- Provide timely communications about school reopening, new processes, topics from all other work groups as appropriate, etc.
- Focus on visual communications (videos, signage, etc.) to normalize social distancing, physical changes to school spaces, etc.
- Ensure translation of communication materials to languages frequently used by students and families.
- Re-emphasize the availability of the MPS App to share district news, resources, and other information.
- Ensure district and school websites are updated regularly.

**What students, families, and staff will notice**

Students will notice:
- Messages that vary by grade level explaining school process, health, and safety changes related to reopening using whichever model is chosen.

Families will notice:
- Messages that focus on sharing building health and safety practices using whichever model is chosen.
- Messages about how to access resources that supplement whichever model is chosen.

Staff will notice:
- Talking points they can share specifically with families/other staff about reopening processes/changes using whichever model is chosen.

## Communications Timeline

**July 2020 - Prepare to Deploy Communications Strategy**

**Goal:** Reiterate the school reopening decision that was selected, what new procedures and processes are going to happen, what next steps look like.

- Develop and distribute a press release about the school reopening decision.
- Engage press for media coverage/interview about school reopening decision.

- Continue to create videos, FAQs, signage, talking points related to specific model of reopening i.e. protocols and procedures for wearing masks, social distancing, healthy and safety measures, extracurriculars, busing etc.
- Plan student, family, and staff online engagement opportunities
- Create a web page dedicated to the school district's reopening plan.
- Continue to promote MPS enrollment options.
- Refine Crisis Communication Plan.

## August 2020 - Implement Communications Strategy

**Goal:** Deployment of all school reopening materials and resources to education and answer questions all stakeholders have for the school in the fall.
- Communicate the district's reopening plan focusing on academic measures and school schedule, schoolwide supports, health and safety procedures, professional development and learning for families and MPS staff, and communication commitments.
- Ensure communication materials are translated into families' language preference.
- Encourage parents to always update their contact information for timely communication delivery.
- Distribute informational materials, videos, flyers etc. to students, families and staff.
- Use advertisements (T.V., radio, bus, billboards) to help carry school reopening messages to the public.
- Engage press for media coverage/interviews related to school reopening
- Host student, family, and staff online engagement opportunities

## September 2020 - Continue to Implement Communications Strategy

**Goal:** Deployment of all school reopening materials and resources to education and answer questions all stakeholders have for the school in the fall.
- Continue to give students, families, and staff up-to-date information about the pandemic and school reopening plan.
- Ensure that students, families, and staff, can access key information to begin school.
- Continue to work with schools to ensure websites and other forms of communications are up-to-date to keep students and families informed.
- Continue to gain feedback from students, families, and staff to update or create communications or materials needed for school reopening.

# Budget Implications

# Budget Implications

## Health and Safety

- Additional staffing costs to meet the capacity limits of classrooms based upon CDC social distancing recommendations.
- Additional supervisory costs for staff.
  - Example - lunch in the classroom coverage at one school could be $152,100 for the school year ($900/day for the sample high school).
- Floor/wall markings and signage.
- Plexiglass shields or dividers.
- Cost of transportation.
- Technology costs to meet the need to increase the number of classrooms.
- Furniture costs to cover moving or purchasing new furniture to meet CDC social distancing recommendations.
- Schools will determine how to provide face coverings for their student and staff population. Staff should receive at least two face coverings when physical return to work begins. Students who are at the age to be responsible for their mask may also be given two or more masks. Younger students who cannot be responsible for their own mask may use disposable masks if more appropriate and feasible. Schools will also need to purchase a supply of disposable masks and a supply of face shields when school physically resumes.
- Additional staff or extra hours/overtime/sick time.
- Cleaning and disinfecting materials.
- Printed literature regarding this topic.
- Emergency procedures to expedite procurement of needed supplies.
- Adequate supplies to eliminate shared supplies and equipment.
- Additional supplies of soap, toilet paper, toweling, garbage bags, gloves and PPE on hand at each district school/site. Hand sanitizer provided for staff spaces, classrooms and offices that do not have a sink.
- Sanitizer and disinfectant supplies for all schools.
- Additional costs for precautionary signage duplication.

| Personal Protective Equipment (PPE) and Sanitation | | |
|---|---|---|
| **Item** | **Estimated Quantity** | **Estimated Cost** |
| Disposable masks | 2 masks per day per student | $6,750,000 |
| Cloth masks | 5 masks per semester | $937,500 |
| Sanitizer | 2 gallons per month | $3,418,632 |

| | | |
|---|---|---|
| | per classroom | |
| Thermometers | 5,000 | $325,000 |
| Gloves | 2 boxes per month per classroom | $2,850,000 |
| Sanitizing | | $6,091,134 |
| | **Total** | **$20,372,266** |

## Facilities

Below is information related to staffing needs along with the expenses associated with these planned assignments during the hours that buildings are open. Personnel in these assignments will be solely dedicated to sanitizing commonly touched surfaces throughout the day. Emphasis will be placed on sanitizing main entrances, corridors, restrooms, counters, tables, desks, chairs, doorknobs, panic bars, door surfaces, light switches, elevator call buttons, railings, pencil sharpeners, computer keyboards, and other commonly used surfaces and areas. Personnel assigned to this duty will also be available for any immediate concern related to disinfecting surfaces or a related need as deemed necessary by the school leader.

Assignments Based on Building Area
Buildings <100,000 sq. ft.              = 1 person
Buildings 100,000 to 200,000 sq. ft.   = 2 people
Buildings 200,000 to 300,000 sq. ft.   = 3 people
Buildings 300,000 to 400,000 sq. ft.   = 4 people
Buildings >400,000 sq. ft.              = 5 people
Total Number of Positions Needed       = 215

The district anticipates being able to fill 90 positions with contract cleaners based on their current capacity and the remaining 125 positions would need to be filled with MPS building service helpers from the second shift.

Please note that this will result in some routine work that would typically be completed by the 125 building service helpers not being done on a daily basis; instead some routine tasks will be done intermittently on a rotational every other day or week basis. Examples include dusting, vacuuming, mopping floors, litter pickup inside and outside, scraping of gum from surfaces, washing of chalkboards, and cleaning of dock areas and storerooms. After hours sanitizing, trash removal, and thorough cleaning of lavatories along with replenishing soap, towels, and toilet paper will continue on a daily basis. Additional staff may need to be hired above the below projections to cover all routine work and extra cleaning and sanitizing.

Contracted Hourly Rate = $16.67

BSH Hourly Rate (wages and benefits) =$20.12 ($13.12/hr + 53.3% benefit rate)

Labor Cost Contracted

= $16.67 x 8 hours/day x 252 days x 9/12 x 90 positions = $2,268,454

Labor Cost MPS BSH

= $20.12 x 8 hours/day x 252 days x 9/12 x 125 positions = $3,802,680

Disinfecting Spray 5L Quat Disinfectant = $ 20,000

**Grand Total for Labor and Supplies = $6,091,134**

## Classroom and Schoolwide Supports

- Duplicating costs for SEL packets and other resources for families.
- Professional development:
    - Trainers (to conduct training in order to designate trainer of trainers)
    - Staff extra hours
    - Materials
    - Duplicating
- Supplies
    - Sensory materials for small groups
    - Mindfulness classroom (via Google Classroom)
- Creation of mental health video
- Expansion of the School Community Partnership for Mental Health

## Staff and Parent Professional Development

Costs relating to trainers building/learning the content, teachers others. Costs relating to staff attending training, duplicating materials etc.

| Staff Extra Time | | |
|---|---|---|
| **Item** | **Estimated Quantity** | **Estimated Cost** |
| Coverage for before-/after school | 3 hours/day | $103,202 |
| Professional development (paraprofessional and teacher time) | 24 hours for paras and teachers | $7,953,659 |
| | **Total** | **$8,056,861** |

**Parent Professional Development Support**

To ensure fidelity of adult learning and implementation of this plan, while maximizing current budget sources, considerations should be given to the following:

- Funding to support compensation for course facilitators.

- Funding to support compensation for staff who take professional development opportunities prior to the start of the school year.
- Funding to support virtual learning platforms (Google Classroom and Seesaw).
- Funding to support educators achieving Level 1 Google Certification.
- Funding for six additional instructional technology leaders to support each region.
- Funding to support adult professional learning tools that monitor learning success, coaching, outcomes, and next steps.

| Translation, Interpretation, Advertising and Signage | | |
|---|---|---|
| **Item** | **Estimated Quantity** | **Estimated Cost** |
| Translation/interpretation | | $1,000,000 |
| Advertising and signage | | $1,500,000 |
| | **Total** | **$2,500,000** |

## Technology

In order to meet the technology needs of the district in a remote learning environment, a number of things will need to be purchased to ensure all students and staff have access to the necessary technology. Below are some cost estimates:

| Item | Estimated Quantity | Estimated Cost |
|---|---|---|
| Cellular hotspots | 19,500 (about one third of students) | $5,148,000 |
| USB C power adapters | 60,000 | $1,104,000 |
| Acer Chromebooks | 65,000 | $17,574,050 |
| Staff laptops | 1,000 | $678,000 |
| Online platforms | | $600,000 |
| Distance learning technology | 250 | $5,000,000 |
| | **Total** | **$30,104,050** |

## Transportation

Transportation costs for the upcoming year will be highly dependent upon the level of physical distancing required on the bus. Below are estimated cost increases for home-to-school services based on projected reduced bus loads as a result of social distancing protocols.

Current State
Current 3-tier model – 850 buses                                  = $56,700,000
(down from 1,000 buses under the previous 2-tier model)

Full reopen with social distancing
3-tier with social distancing – 1,264 buses                       = $84,341,399
20 students per bus route for Regular Education
8 students per bus route for Special Education
(annual cost approaches $130,000,000 under 2-tier model)

Budgeted amount (current state)                                   - $56,700,000
Total increased cost                                              = $25,641,399

Two-day rotation with social distancing
3-tier with social distancing – 900 buses                         = $58,034,120
            16 students per bus route for Regular Education
            7 students per bus route for Special Education

Budgeted amount (current state)                                   - $56,700,000
Total increased cost                                              = $ 1,334,120

Additional costs for all scenarios
Additional Costs for extra cleaning and disinfecting       = $ 4,000,000
            (labor and supplies)

Possible additional costs for face coverings can range from $2 million to $5 million
Dependent upon style (washable cloth covering vs. disposable mask) and cost/availability at purchase

The estimates above do not include other possible ancillary costs, such as signage and tape for marking off seats, hand sanitizers for the buses (if needed), temperature thermometers (if checks implemented), etc.

## Virtual Learning
- Transportation Considerations
  - 60% contractual bus cost consideration to keep buses and terminal lease payments and buses 'reserved' for eventual reopen.
    - $198,000 per school day expenditure * number of days no school

- Drivers remain on unemployment and potentially leave industry for active employment elsewhere
- Likely driver shortage upon reopening due to unknown timeline

## Schools Reopen w/Social Distancing and Safety
- Social Distancing Goal
  - 14-20 students per bus route load max RegEd @ 3 tier
  - 4-8 Students per route load max SpEd @ 3 tier
- Current State
  - 32 students per route - 425 buses RegEd = $28,350,000 annually
  - 11 students per route - 425 buses SpEd = $28,350,000 annually
    - $66,706 per bus
- Projected State (w/strict six feet social distancing)
  - 20 students per bus – 680 buses = $45,360,080 annually
  - 8 students per bus – 584 buses = $38,981,319 annually
  - Annual Transportation Costs: $84,341,399 using new 3 tier model
    - would have been approx.. $130,000,000 under 2 tier system
    - Annual increase of $25,641,399 with Strict Social Distancing and no reduction in student ridership
- PPE MASKS Students
  - $.50 per day (1-2 masks per day) disposable mask cost – $22,500 daily issue
    - $4,500,000 annual disposable mask cost ($.25 per mask * 45,000 students * 5 days * 40 weeks)
    - $1.00 per cloth mask cost (?) - $45,000 for one mask
  - $225,000 cost for 5 masks – one per day
    - No take home policy – distributed and collected daily
    - $453,600 annual mask cleaning/handling cost ($3.00 per bag @1 bag per route * 3 routes per bus * 1260 buses * 40 schools weeks)
    - $225,000 additional mask purchase (reserves)
    - $903,600 annual reusable issue and cleaning cost
- PPE Mask Vendor Staff
  - $.50 per day (1-2 masks per day) disposable mask cost - $425 daily issue
  - $252,000 annual disposable mask cost (1260 drivers * 5 days * 40 weeks)
- Bus Cleaning
  - Personnel Cost: 15 minutes in AM and 15 minutes in PM additional cleaning per day time cost to wipe down buses between runs
    - 17.00/hr driver wage * 15 minutes * 2 times (once AM and once PM)
    - $4.25 * 2 * 1260 drivers = $10,710 per day * 175 days = $1,874,250
    - $1,874,250 annual quick clean personnel cost
  - Personnel Cost: Nightly disinfect cost - 30 minutes daily by vendor maintenance staff
    - $1,874,250 annual night disinfect cost - 30 minutes daily by vendor maintenance staff for 1260 buses * 175 days

- Disinfectant supplies
  - Assume $5 per bottle per week * 40 weeks * 1260 buses =
    - $252,000 disinfectant supplies annually

**Staggered Attendance A/B with Social Distancing**
- Social Distancing Goal
  - 14-20 students per bus route load max RegEd @ 3 tier
  - 4-8 Students per route load max SpEd @ 3 tie
- Current State
  - 32 students per route - 425 buses RegEd = $28,350,000 annually
  - 11 students per route - 425 buses SpEd = $28,350,000 annually
    - $66,706 per bus
- Projected State (w/strict six feet social distancing)
  - 20 students per bus – 435 buses = $29,017,060 annually
  - 8 students per bus – 435 buses = $29,017,060 annually
  - Annual Transportation Home To School Costs: $58,034,120
    - Annual increase of $1,334,120 with Strict Social Distancing assuming equal distribution of student on A and B
    - Does not account for students that try to attend on incorrect day
    - Reflection of possible need to add 50 buses in total (from 850 to 900) to ensure social distancing
- PPE MASKS Students
  - $.50 per day (1-2 masks per day) disposable mask cost – $22,500 daily issue
    - $4,500,000 annual disposable mask cost ($.25 per mask * 45,000 students * 5 days * 40 weeks)
    - $1.00 per cloth mask cost (?) - $45,000 for one mask
    - $225,000 cost for 5 masks – one per day
      - No take home policy – distributed and collected daily
      - $453,600 annual mask cleaning/handling cost ($3.00 per bag @1 bag per route * 3 routes per bus * 1260 buses * 40 schools weeks)
      - $225,000 additional mask purchase (reserves)
      - $903,600 annual reusable issue and cleaning cost
- PPE Mask Vendor Staff
  - $.50 per day (1-2 masks per day) disposable mask cost - $425 daily issue
  - $252,000 annual disposable mask cost (1260 drivers * 5 days * 40 weeks)
- Bus Cleaning
  - Personnel Cost: 15 minutes in AM and 15 minutes in PM additional cleaning per day time cost to wipe down buses between runs
    - 17.00/hr driver wage * 15 minutes * 2 times (once AM and once PM)
    - $4.25 * 2 * 1260 drivers = $10,710 per day * 175 days = $1,874,250
    - $1,874,250 annual quick clean personnel cost
  - Personnel Cost: Nightly disinfect cost - 30 minutes daily by vendor maintenance staff

- ■ $1,874,250 annual night disinfect cost - 30 minutes daily by vendor maintenance staff for 1260 buses * 175 days
  - ● Disinfectant supplies
    - ○ Assume $5 per bottle per week * 40 weeks * 1260 buses =
      - ■ $252,000 disinfectant supplies annually
  - ● Additional Considerations:
    - ○ Temperature taking? Do we want drivers to do it?
      - ■ Would need 850/1260 portable temperature thermometers (scanner)
      - ■ $70 per scanner * 850 buses/1260 buses
      - ■ $60,000/$88,200 annually
    - ○ Cost of SPECIAL DEEP CLEAN for confirmed COVID transport
    - ○ Special Busing needs for home transport if in school COVID case (extra transport cost)
    - ○ Signage and Tape cost not accounted for (13 seats * 850 buses/1260 buses)
      - ■ Approx. $5.00 per bus extra material
      - ■ $5,000/$6,300 annual cost for signage material
    - ○ Hand Sanitizer? Is there a desire to require students to hand sanitize prior to boarding
      - ■ 1 bottle per bus * 850 buses/1260 buses * 40 weeks (1 per week) @ $1 per bottle = $34,000/$50,400 hand sanitizer cost annually

**Normal attendance with no precautions**
- ● FY21 - 3 tier model: 850 buses
  - ○ 45,000 MPS students transported
  - ○ 63,000,000*** projected NORMAL opening (no COVID conditions)
  - ○ $56,700,000 attributed to Home To School services

## Nutrition
**All virtual**
- ● Packaging costs for more distribution.
- ● Decreased staffing needs and decrease in revenue.

**Hybrid model**
- ● High school virtual, elementary spread out
  - ○ Continuing with the cost of extra packaging with more prepackaged meals from central kitchens.
- ● Group A, Group B
  - ○ Smaller decrease in staff needed at each site.
  - ○ Increased packaging for students eating on site, in the classroom for tray covers.
  - ○ Increased staffing for cleaning tables between students leaving/entering the cafeteria.

**Face-to-face**
- In-classroom
  - Increased packaging for onsite models with tray covers for in-person meals.
  - Increased need for trash bags for classrooms.
  - Transportation of meals to the classroom would likely require additional costs for trays, carts, etc. for smaller children who cannot carry their food to the classroom.
  - Increased loss of meals, with anticipated more dropped meals.
- In cafeteria
  - Increased staffing for cleaning tables between students leaving/entering the cafeteria.

**General budget considerations**
- More trays needed.
- More dropped meals bringing meals to the classroom.
- More trash bags, cleaning products, gloves, masks, etc. needed.
- Likely more staff needed to replace staff out sick or at home caring for children.

**Other considerations**
- Fresh fruit or vegetables offered on a daily basis would need to be reviewed.
- Food variety may change due to high demand of certain items and manufacturers not able to get certain items.
- High demand for individually wrapped items and manufacturers may not be able to meet these demands.
- Concerned about calendar start dates due to many items on backorder such as tray covers and carry out containers.

## After School Programs, Interscholastic Athletics/Academics, Clubs
- The additional cost of supplies to operate COVID-19 safe programming (facemasks, cleaner, hand sanitizer, etc) in the after school space.
- Possible increased staffing levels if serving more students in after school programs to address lower staff to student ratios (1:9).
- Costs to livestream athletic contests.

## Early Childhood
- General Health and Safety
  - Marketing budget for signage and video, if possible.
  - Cost of specialized face mask/face shields.
  - Cost of hand sanitizer of entry/exit to schools.
  - Cost of thermometers for temperature checks.
  - Cost of additional staffing for hybrid model (in classroom teachers and virtual teachers).
  - Cost for proper sanitization of classrooms.

- Instruction
  - Assist in the procurement of additional LMS tool aligned to better support early childhood (ex. SeeSaw, etc.).

## Communications

Additional funding will be needed to ensure the district can communicate with families using advertisements in radio, TV, billboards, small local publications, social media and other outlets.

## Summary of Selected Estimated Costs

The following table provides a summary of selected estimated costs of the opening plan submitted.

| Selected Estimated Opening Costs | | |
|---|---|---|
| **Estimated Technology Purchases** | | |
| **Item** | **Estimated Quantity** | **Estimated Cost** |
| Cellular Hotspots | 19,500 (about one third of students) | $5,148,000 |
| USB C Power Adapters | 60,000 | $1,104,000 |
| Acer Chromebooks | 65,000 | $17,574,050 |
| Staff Laptops | 1,000 | $678,000 |
| Online platforms | | $600,000 |
| Distance Learning Technology | 250 | $5,000,000 |
| | **Subtotal** | $30,104,050 |
| **Personal Protective Equipment (PPE) and Sanitation** | | |
| **Item** | **Estimated Quantity** | **Estimated Cost** |
| Disposable Masks | 2 masks per day per student | $6,750,000 |
| Cloth Masks | 5 masks per semester | $937,500 |
| Sanitizer | 2 gallons per month per classroom | $3,418,632 |
| Thermometers | 5,000 | $325,000 |
| Gloves | 2 boxes per month per classroom | $2,850,000 |

| | | |
|---|---|---|
| Sanitizing | | $6,091,134 |
| | **Subtotal** | $20,372,266 |

| **Transportation (extra buses and sanitation)** | | |
|---|---|---|
| Transportation | **Subtotal** | $29,641,399 |

| **Staff Extra Time** | | |
|---|---|---|
| **Item** | **Estimated Quantity** | **Estimated Cost** |
| Coverage for before/after school | 3 hours/day | $103,202 |
| Professional development (paraprofessional and teacher) | 24 hours for paras and teachers | $7,953,659 |
| | **Subtotal** | $8,056,861 |

| **Translation, Interpretation, Advertising and Signage** | | |
|---|---|---|
| **Item** | **Estimated Quantity** | **Estimated Cost** |
| Translation/ Interpretation | | $1,000,000 |
| Advertising and signage | | $1,500,000 |
| | **Subtotal** | $2,500,000 |
| | **Grand Total** | **$90,674,576** |

It will be important to identify funding to support the opening plan costs presented here and other possible costs not listed through budget adjustments or other funding sources. One potential funding source is the the Elementary and Secondary School Emergency Relief (ESSER) grant program, part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, which provides districts with emergency relief funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools that are providing educational services and developing plans for the return to normal operations. The ESSER grant provides districts considerable flexibility in determining how best to use ESSER funds. Districts are encouraged to target ESSER funding on activities that will support remote learning for all students, especially disadvantaged or at-risk students and their teachers.

Milwaukee Public Schools will receive $56 million in ESSER funding. Milwaukee Public Schools will retain about $42 million of funding after allocations for private schools.

# **Recommended Phased In Reopening**

# Recommended Phased In Reopening

The movement from one phase to the next will be dependent on monitoring the spread of COVID-19 as well as health and safety guidance.

## PHASE 1: FULL REMOTE LEARNING

- Students attending schools on the early start calendar, will begin school on August 17, 2020, for virtual instruction for 30-45 school days pending further health and safety guidance.
- Students attending schools on the traditional start calendar, will begin school on September 1, 2020, for virtual instruction for 30-45 school days pending further health and safety guidance.
- No students in the school buildings. All instruction will be delivered virtually.

## PHASE 2:  HYBRID LEARNING

- Students attending schools on the early start calendar will begin face-to-face instruction pending further health and safety guidance.
  - Students will attend schools for face-to-face instruction for 2 days per week and virtual instruction for 3 days per week.
  - Students learn online outside of school 3 days a week.
- Students attending schools on the traditional start calendar will begin face-to-face instruction pending further health and safety guidance.
  - Students will attend schools for face-to-face instruction for 2 days per week and virtual instruction for 3 days per week.
- Students will rotate between face-to-face and virtual instruction.

## PHASE 3: FACE-TO-FACE LEARNING (VIRTUAL OPTION)

- When safe, all students will return to in-person instruction with a virtual option.
- Students will return to school for in-person instruction pending further health and safety guidance.

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# Appendix

# Appendix

# MPS

**MILWAUKEE PUBLIC SCHOOLS**

**mpsmke.com**

**MPS Switchboard**
**(414) 475-8393**

# 2020–21 *Early Start* Calendar

| | | | |
|---|---|---|---|
| Aug 10 | Organizational Day | Dec 24–25 | Winter break |
| Aug 11–14 | Professional Development Days | Dec 28–31 | Winter break |
| Aug 17 | First Day of School – Students | Jan 1 | Winter break |
| Sept 4 | Labor Day break | Jan 18 | MLK Jr. Day |
| Sept 7 | Labor Day | Feb 15 | Mid-Semester break |
| Oct 23 | Parent-Teacher Conference Day | Feb 16 | Record Day (K–8) and Professional Development Day (H.S.) |
| Oct 26 | October break | March 19 | Parent-Teacher Conference Day |
| Nov 3 | November break | April 2, 5–9 | Spring break |
| Nov 16 | Record Day (K–8) and Professional Development Day (H.S.) | May 17 | Record Day (K–8) and Professional Development Day (H.S.) |
| Nov 25, 27 | Thanksgiving break | May 26 | Last Day of School – Students |
| Nov 26 | Thanksgiving Day | May 27 | Record Day (H.S.) and Professional Development Day (K–8) |
| Dec 23 | Record Day (H.S.) and Professional Development Day (K–8) | May 28 | Professional Development Day (all) |

*Note:* ACT testing dates to be determined.

Pink = Professional Development and Record Days – Most staff report and students do not report
Yellow = Staff and students do not report
Blue = Parent Teacher Conference Days – Staff and students do not report
Red = First and last day of classes for students – Staff and students report
Green = Teacher Organizational Day – Staff report and students do not report

**MPS  Attend** today. **Achieve** tomorrow.

## July 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 28 | 29 | 30 | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | 1 |

## August 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 26 | 27 | 28 | 29 | 30 | 31 | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23/30 | 24/31 | 25 | 26 | 27 | 28 | 29 |

## September 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 30 | 31 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 1 | 2 | 3 |

## October 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 27 | 28 | 29 | 30 | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

## November 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 1 | 2 | 3 | 4 | 5 |

## December 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 30 | 31 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | 1 | 2 |

## January 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 27 | 28 | 29 | 30 | 31 | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24/31 | 25 | 26 | 27 | 28 | 29 | 30 |

## February 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 31 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 1 | 2 | 3 | 4 | 5 | 6 |

## March 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 30 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | 1 | 2 | 3 |

## April 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 28 | 29 | 30 | 31 | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 1 |

## May 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 25 | 26 | 27 | 28 | 29 | 30 | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23/30 | 24/31 | 25 | 26 | 27 | 28 | 29 |

## June 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 30 | 31 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 1 | 2 | 3 |

Calendar dates may change due to inclement weather, etc. Please stay in touch with your school for updates. Some teacher workdays are shaded.
Individual schools may have additional non-attendance days which do not appear on this calendar. Also, methods and dates for distributing report cards may vary from school to school.
STAFF: Refer to staff calendars for details on non-student attendance days.

Appendix 1

# MPS

## MILWAUKEE PUBLIC SCHOOLS

**mpsmke.com**

### MPS Switchboard
### (414) 475-8393

## 2020–21 *Traditional* Calendar

| | | | |
|---|---|---|---|
| Aug 25 | Organizational Day | Dec 24–25 | Winter break |
| Aug 26–28, 31 | Professional Development Days | Dec 28–31 | Winter break |
| Sept 1 | First Day of School – Students | Jan 1 | Winter break |
| Sept 4 | Labor Day break | Jan 18 | MLK Jr. Day |
| Sept 7 | Labor Day | Feb 15 | Mid-Semester break |
| Oct 23 | Parent-Teacher Conference Day | Feb 16 | Record Day |
| Oct 26 | October break | March 19 | Parent-Teacher Conference Day |
| Nov 3 | November break | April 2, 5–9 | Spring break |
| Nov 16 | Record Day | May 31 | Memorial Day |
| Nov 25, 27 | Thanksgiving break | June 4 | Records Day |
| Nov 26 | Thanksgiving Day | June 11 | Last Day of School – Students |
| Dec 23 | Professional Development Day | June 14–15 | Professional Development Days |

Pink = Professional Development and Record Days – Most staff report and students do not report
Yellow = Staff and students do not report
Blue = Parent Teacher Conference Days – Staff and students do not report
Red = First and last day of classes for students – Staff and students report
Green = Teacher Organizational Day – Staff report and students do not report

**MPS** Attend today. **Achieve** tomorrow.

### July 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 28 | 29 | 30 | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | 1 |

### August 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 26 | 27 | 28 | 29 | 30 | 31 | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23/30 | 24/31 | 25 | 26 | 27 | 28 | 29 |

### September 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 30 | 31 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 1 | 2 | 3 |

### October 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 27 | 28 | 29 | 30 | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### November 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 1 | 2 | 3 | 4 | 5 |

### December 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 30 | 31 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | 1 | 2 |

### January 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 27 | 28 | 29 | 30 | 31 | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24/31 | 25 | 26 | 27 | 28 | 29 | 30 |

### February 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 31 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 1 | 2 | 3 | 4 | 5 | 6 |

### March 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 30 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | 1 | 2 | 3 |

### April 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 28 | 29 | 30 | 31 | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 1 |

### May 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 25 | 26 | 27 | 28 | 29 | 30 | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23/30 | 24/31 | 25 | 26 | 27 | 28 | 29 |

### June 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 30 | 31 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 1 | 2 | 3 |

Calendar dates may change due to inclement weather, etc. Please stay in touch with your school for updates. Some teacher workdays are shaded.
Individual schools may have additional non-attendance days which do not appear on this calendar. Also, methods and dates for distributing report cards may vary from school to school.
STAFF: Refer to staff calendars for details on non-student attendance days.

Appendix 2

# MPS
## MILWAUKEE PUBLIC SCHOOLS

**mpsmke.com**

**MPS Switchboard (414) 475-8393**

# 2020–21 *Late Start* Calendar

| | | | |
|---|---|---|---|
| Aug 31 | Organizational Day | Jan 1 | New Year's Day |
| Sept 1–4 | Professional Development Days | Jan 18 | MLK Jr. Day |
| Sept 7 | Labor Day | Jan 29 | Professional Development Day (K–8) / Record Day (H.S.) |
| Sept 8 | First Day of School – Students | Feb 15 | Mid-Semester break |
| Nov 2 | Parent-Teacher Conference Day | March 12 | Professional Development Day (H.S.) / Record Day (K–8) |
| Nov 3 | November break | March 19 | Parent-Teacher Conference Day |
| Nov 25, 27 | Thanksgiving break | April 2, 5–9 | Spring break |
| Nov 26 | Thanksgiving Day | May 28 | Professional Development Day |
| Dec 7 | Professional Development Day (H.S.) Record Day (K–8) | May 31 | Memorial Day |
| | | June 11 | Professional Development Day (H.S.) / Record Day (K–8) |
| Dec 23–25 | Winter break | June 17 | Last Day of School – Students |
| Dec 28–31 | Winter break | June 18 | Professional Development Day (K–8) / Record Day (H.S.) |

Pink = Professional Development and Record Days – Most staff report and students do not report
Yellow = Staff and students do not report
Blue = Parent Teacher Conference Days – Staff and students do not report
Red = First and last day of classes for students – Staff and students report
Green = Teacher Organizational Day – Staff report and students do not report

**Attend today. Achieve tomorrow.**

## July 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 28 | 29 | 30 | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | 1 |

## August 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 26 | 27 | 28 | 29 | 30 | 31 | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23/30 | 24/31 | 25 | 26 | 27 | 28 | 29 |

## September 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 30 | 31 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 1 | 2 | 3 |

## October 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 27 | 28 | 29 | 30 | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

## November 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 1 | 2 | 3 | 4 | 5 |

## December 2020

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 29 | 30 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | 1 | 2 |

## January 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 27 | 28 | 29 | 30 | 31 | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24/31 | 25 | 26 | 27 | 28 | 29 | 30 |

## February 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 31 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 1 | 2 | 3 | 4 | 5 | 6 |

## March 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 28 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | 1 | 2 | 3 |

## April 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 28 | 29 | 30 | 31 | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 1 |

## May 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 25 | 26 | 27 | 28 | 29 | 30 | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23/30 | 24/31 | 25 | 26 | 27 | 28 | 29 |

## June 2021

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 30 | 31 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 1 | 2 | 3 |

Calendar dates may change due to inclement weather, etc. Please stay in touch with your school for updates. Some teacher workdays are shaded.
Individual schools may have additional non-attendance days which do not appear on this calendar. Also, methods and dates for distributing report cards may vary from school to school.
STAFF: Refer to staff calendars for details on non-student attendance days.

**Science Plan**
**(Fall 2020)**

# First Six Weeks of Standards by Grade Level Science

## Fourth Grade

| Week | Standard | Grade-Level Outcome | Theme |
|---|---|---|---|
| 1 | **Standard 4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support and explanation for changes in a landscape over time** | Student will understand that<br>• Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes.<br>• The presence and location of certain fossil types indicate the order in which rock layers were formed. | Earth's Landscapes – Patterns, cause and effect, Planning and Carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions |
| 2 & 3 | **Standard 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.** | Students will understand that<br>• Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms,<br>• and gravity break rocks, soils, and sediments into smaller particles and move them around. | Earth's Landscapes – Patterns, cause and effect, Planning and Carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions |
| 4 & 5 | **4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features** | Students will understand that<br>• The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in<br>• patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and | Earth's Landscapes – Patterns, cause and effect, Planning and Carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions |

| | | Students will understand that | |
|---|---|---|---|
| | | • oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and<br>• water features areas of Earth. | |
| **5 & 6** | **Standard 4-ESS3-2**<br>**Generate and compare multiple solutions to reduce the impacts of natural Earth Processes on humans.** | Students will understand that<br>• Living things affect the physical characteristics of their regions.<br>• A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. | Earth's Landscapes – Patterns, cause and effect, Planning and Carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions |

**Social Studies Plan**
**(Fall 2020)**

# First Six Weeks of Standards by Grade Level Social Studies

## Fourth Grade

| Week | Standard | Grade-Level Outcome | Theme |
|---|---|---|---|
| 1 | **Standard SS.Geog1 Wisconsin students will use geographic tools and ways of thinking to analyze the world** | Mental mapping/maps from memory<br><br>Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics.<br><br>Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images. | Geography tools (Spatial and Mental Maps) |
| 2 | **Standard Geog4:  Wisconsin students will evaluate the relationship between identity and place.** | Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield).<br><br>Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States.<br><br>Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground). | Characteristics of Place |

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| 3 | **Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.** | Develop a list of questions that support the research through discussion and investigation to guide inquiry. | The Regions of the United States |
|---|---|---|---|
| 4 | **Standard SS.Inq2: Wisconsin students will gather and evaluate sources.** **Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.** | Gather a variety of resources into categories to guide the inquiry.  Create a thesis statement based on evidence found in sources to make a claim. | Northeast Region |
| 5 | **Standard SS.Inq2: Wisconsin students will gather and evaluate sources.** **Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.** | Gather a variety of resources into categories to guide the inquiry.  Create a thesis statement based on evidence found in sources to make a claim. | Southeast Region |
| 6 | **Standard SS.Inq2: Wisconsin students will gather and evaluate sources.** **Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.** | Gather a variety of resources into categories to guide the inquiry.  Create a thesis statement based on evidence found in sources to make a claim. | Southwest Region |

# MPS MILWAUKEE PUBLIC SCHOOLS

## Science Plan
## (Fall 2020)

# First Six Weeks of Standards by Grade Level Science

## Eighth Grade

| Week | Standard | Grade-Level Outcome | Theme |
|------|----------|---------------------|-------|
| 1 | | Science routines and expectations: What does it mean to be a scientist | |
| 2 & 3 | **Standard MS-PS1-1**<br>**Develop models to describe the atomic composition of simple molecules and extended structures** | Students will understand that:<br>● Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.<br>● Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). | How do atomic and molecular interactions explain the properties of matter that we see and feel?<br><br>What happens when new materials are formed? What stays the same and what changes?<br><br>Scale, proportion and quantity, Developing and using models |

# Science Plan
## (Fall 2020)

| | | Students will understand that: | |
|---|---|---|---|
| **4 & 5** | **Standard MS-PS1-4**<br>**Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.** | Students will understand that:<br>● Gases and liquids are made of molecules or inert atoms that are moving about relative to each other.<br>● In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations.<br>● The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. | How do atomic and molecular interactions explain the properties of matter we see and feel?<br><br>How do heat and pressure affect particles?<br><br>Patterns, analyzing and interpreting data, scientific knowledge is based on empirical evidence. |
| **6 (this will extend into at least week 7, possibly 8)** | **Standard MS-PS1-2**<br>**Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.**<br><br>**MS-PS1-3**<br>**Gather and make sense of information to describe that synthetic materials come from** | Students will understand that:<br>● Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. | How can particles combine to produce a substance with different properties?<br><br>What happens when new materials are formed? What stays the same and what changes? |

| | natural resources and impact society. | | Patterns, cause and effect, designing and usingg models, analyzing and interpreting data, scientific knowledge is based on empirical evidence. |
|---|---|---|---|

# Social Studies
# (Fall 2020)

## First Six Weeks of Standards by Grade Level Social Studies

## Eighth Grade

| Week | Standard | Grade-Level Outcome | Theme |
|------|----------|---------------------|-------|
| 1 | **Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.** | Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).<br><br>Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them. | The Tools of Geography |
| 2 | **Standard SS.Inq2: Wisconsin students will gather and evaluate sources.**<br><br>**Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.** | Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.<br><br>Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. | The West |

# Social Studies
# (Fall 2020)

| 3 | **Standard SS.Inq2: Wisconsin students will gather and evaluate sources.** | Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry. | Industrialization/ Immigration |
|---|---|---|---|
| | **Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.** | Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. | |
| 4 | **Standard SS.Inq2: Wisconsin students will gather and evaluate sources.** | Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry. | The Progressive Era |
| | **Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.** | Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. | |
| 5 | | | Elections/Civics |
| | **Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.** | Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy). | |
| | **Standard SS.PS3:** | | |

# Social Studies
# (Fall 2020)

| | | | |
|---|---|---|---|
| | **Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.** | Analyze the role of various types of media in elections and functions of government.<br><br>Analyze how elections and political parties in the United States connect the people to the government.<br><br>Summarize how civic institutions influence society and politics (e.g., special interest groups, chamber of commerce, lobbying). | |
| 6 | **Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.**<br><br>**Standard SS.Inq5: Wisconsin students will be civically engaged.** | Assemble an argument utilizing multiple sources of information.<br><br>Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).<br><br>Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.<br><br>Investigate how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights.<br>Explore opportunities for personal or collaborative civic engagement with community, school, tribal, national, and/or global implications. | Elections/Civics |

## Reading Plan
## (Fall 2020)

# First Six Weeks of Standards by Grade Level Reading

## Eighth Grade (Departmentalized)

| Week | Standard | Grade-Level Outcome | Theme |
|------|----------|---------------------|-------|
| 1 | **R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)** | (RL) Students will be able to refer to the text and find textual evidence that strongly supports their thoughts and inferences about a story.<br><br>(RI) Students will be able to give examples of key pieces in a text that support their thoughts and inferences about a piece of informational text. | **The Main Events** (Plot & Conflict) McDougal Littell Unit 1 |
| 2 | **R.8.2 Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)** | (RL) Students will be able to:<br>• use evidence from the text to determine the theme or message of a story.<br>• give an unbiased summary of a story or piece of informational text.<br>• explain how characters, setting, and plot interact to support and develop the theme.<br><br>(RI) Students will be able to find more than one central idea of a | **A World of Meaning** (Theme and Symbol) McDougal Littell Unit 4 |

## Reading Plan
## (Fall 2020)

| | | | |
|---|---|---|---|
| | | text and explain how the ideas develop throughout the text. | |
| **3** | **R.8.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)** | (RL) Students will be able to:<br>• figure out the literal (denotative) and deeper (connotative) meaning s of words and phrases as they are used in a story.<br>• identify how the author's analogies or allusions to other texts influence meaning and tone.<br><br>(RI) Students will be able to:<br>• figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used.<br>• analyze the impact of an author's word choice on the meaning and tone of a piece of informational text.<br>• identify and explain how word choice in analogies and allusions to other texts affects the meaning and tone of an informational text. | **Painting with Words** (Poetry) McDougal Littell Unit 5 |
| **4** | **R.8.5 In literary and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text** | (RL) Students will be able to:<br>• compare and contrast two or more texts.<br>• explain how structural differences of two or more texts contribute to the meaning and style.<br><br>(RI) Students will be able to: | **The Place to Be** (Setting & Mood) McDougal Littell Unit 5 |

# Reading Plan
## (Fall 2020)

| | | | |
|---|---|---|---|
| | **contributes to overall meaning, style, theme, or central idea. (RI&RL)** | • break a paragraph into sentences to identify and analyze their functions within the paragraph.<br>• explain how sentences support the main idea of a paragraph. | |
| **5** | **R.8.6 In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL)**<br><br>**In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints. (RI)** | (RL) Students will be able to:<br>• tell the point of view of each of the characters in a text.<br>• identify the difference between the characters' and the reader's points of view.<br>• analyze how differences in the characters' and the reader's points of view create suspense or humor.<br><br>(RI) Students will be able to:<br>• determine an author's point of view in a piece of informational text and explain how the author acknowledges and responds to others' opinions. | **Through Different Eyes** (Character and Point of View) McDougal Littell Unit 2 |
| **6** | **R.8.8 Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)** | (RI) Students will be able to:<br>• outline and explain specific claims and supportive evidence in an argument.<br>• locate and judge arguments or claims in a text and determine whether or not there is enough relevant evidence to support the argument. | **State Your Case** (Argument and Persuasion) McDougal Littell Unit 9 |

# Writing Plan
# (Fall 2020)

## Eighth Grade Writing

| Week | Standard | Grade-Level Outcome | Theme |
|---|---|---|---|
| 1 | **W.8.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.** | Students will learn about their own blueprints in life by creating an name story, reading various stories about names, creating digital stories, engaging in Black studies (Muhammad, 2019) | Who and I/Where I'm From |
| 2 | **W.8.2.C Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.** | Students will explore and investigate racial and cultural diversity, debunk myths, and learn about cultural capital. They will compose a counternarrative (Muhammad, 2019) | Writing History from the Experiencers POV |
| 3 | **W.8.2.C Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a** | Students will explore and investigate racial and cultural diversity, debunk persistent myths, and learn about cultural capital. They will compose a counternarrative (Muhammad, 2019) | (re)Writing History |

| | | | |
|---|---|---|---|
| | narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. | | |
| 4 | **W.8.2.C Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.** | Students will explore and investigate racial and cultural diversity, debunk persistent myths, and learn about cultural capital. They will compose a counternarrative (Muhammad, 2019) | (re)Writing History |
| 5 | **W.8.2.B Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and** | Students will think about the identities of people of color and their experiences with the genre of fantasy (and explore the Afrofuturism); students will learn about and describe fantasy settings

Special note about "layered texts":
Black Panther, multiple images of fantasy film scenes (including student selected), 3-D maps of the world, images of Wonders of the World, book covers of fantasy fiction written by authors of color, short excerpts of fantasy fiction ; student writing (Muhammad, 2019) | Writing the Fantasy Genre |

| | | | |
|---|---|---|---|
| | multimedia when useful to aiding comprehension. | | |
| 6 | **W.8.2.AWrite arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.** | Students will think about the identities of people of color and their experiences with the genre of fantasy (and explore the Afrofuturism); students will learn about and describe fantasy settings (Muhammad, 2019) | Writing the Fantasy Genre |

**Science Plan**
**(Fall 2020)**

# First Six Weeks of Standards by Grade Level Science

## Biology

| Week | Standard | Grade-Level Outcome | Theme |
|---|---|---|---|
| 1 | **Standard HS-LS1-2** **Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.** | Student will understand that • Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. | From Molecules to Organisms  Systems and system models, Developing and using models |
| 2-3 | **Standard HS-LS1-3** **Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.** | Students will understand that: • Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range.  • Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. | From molecules to organisms  Stability and change, Planning and carrying out investigations, Scientific investigations use a variety of methods |
| 4 | **Standard HS-LS1-5** **Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.** | Students will understand that: • The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen. | From Molecules to organisms  Energy and Matter, |

# Science Plan
# (Fall 2020)

| | | | Developing and Using Models |
|---|---|---|---|
| **5 & 6** | **Standard HS-LS1-7** **Use a model to illustrate that cellular** **respiration is a chemical process** **whereby the bonds of food molecules and oxygen molecules are** **broken and the bonds in new compounds are formed, resulting** **in a net transfer of energy.** | Students will understand that: <ul><li>As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.</li><li>As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment.</li></ul> | From Molecules and Organisms<br><br>Energy and Matter Developing and Using Models |

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# Algebra Sample 6 week plan

# Unit 1: 1-Variable Statistics

## 1:  Statistical Data Representations and Questioning

- Timeline: 1 week
- CCSS: S-ID.A 1
- Topics:
    - Represent data with plots on the real number line
        - Histograms
        - Box plots
        - Dot plots
        - Measures of Center

- **Resources:**
    - Illustrative Math Algebra1 Unit 1: Lessons 1-3
    - Illustrative Math Haircut costs:
    - NCTM- Old Faithful
    - Desmos TechTips:  One-Variable Data Displays
    - Desmos Tech Tips:  One-Variable Statistics

## 2:  Distribution Shapes/Center and Variability

- Timeline: 1 week
- CCSS: S-ID.A 2
- Topics:
    - Use statistics appropriate to the shape of the data distribution to compare center and spread of two or more different data sets.
        - Spread
        - Interquartile range (IQR)
        - Mean Absolute Deviation (MAD)
        - Standard deviation
        - Interpret differences in spread, shape and center

- **Resources:**

    - Illustrative Math Algebra1 Unit 1: Lessons 4-5
    - Illustrative Math Understanding the Standard Deviation
    - Illustrative Math Measuring Variability in a Data Set
    - Illustrative Math Speed Trap
    - NCTM: Eruptions: Old Faithful Geyser
    - MARS: Representing Data with Box Plots

   ○ Analyzing Histograms
   ○ Gender Wage Gap Box Plot
   ○ Desmos TechTips:  One-Variable Data Displays
   ○ Desmos Tech Tips:  One-Variable Statistics


## 3:  Manipulating Data

- Timeline: 2 weeks
- CCSS: S-ID.A 3
- Topics:
  ○ Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points.
    ■ Observe effects of outliers
    ■ Modified Box Plots* (optional)
    ■ Use mean and standard deviation to fit to a normal distribution

- **Resources:**

  ○ Illustrative Math Algebra1 Unit 1: Lessons 10-16
  ○ Illustrative Math: Identifying Outliers
  ○ Illustrative Math: Should we Send out a Certificate?
  ○ Illustrative Math Describing Data Sets with Outliers
  ○ Illustrative Math Do you Fit in this Car?
  ○ MARS – Muddying the Waters
  ○ Desmos TechTips:  One-Variable Data Displays
  ○ Desmos Tech Tips:  One-Variable Statistics


## *Optional: Using Spreadsheets

- CCSS:
- Topics:
  ○ Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentagens. Recognise that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets and tables to estimate areas under the normal curve.
    ■ Using Technology to calculate statistical data

- **Resources:**

  ○ Illustrative Math.  Unit 1: Lessons 6-9

## Assessment:

- Unit 1 Test

# Blended Instruction Lesson Plan

4th Grade Science

| Title |
| --- |
| Processes that Shape the Earth |

**Learning Objectives**
**How and Why is Earth constantly changing?**
**Students will understand that:**
- **Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.**

| Virtual Components | In-Person Components |
| --- | --- |
| **Science A-Z: Minerals, Rocks, and Soil**<br><br>**Synchronous:**<br><u>Introduce the unit</u><br>Explain to students how they unit will work and the types of lessons they will have. Ensure students are comfortable with the Science A-Z platform and how things will work for submitting assignments.<br><br>Unit Spark:<br>Complete the spart activity with students. you may need to ask students to gather supplies prior to the start of the lesson so they can participate.<br><br><u>Regular Check-Ins with students</u> - whole class, small group, 1:1 to monitor progress and support needed | **Science A-Z:**<br><br>There are some parts of the lesson that can only be done in-person if that is an option.<br><br>The following Unit Resources should be used in-person:<br><br>I-Files<br>Mystery Files |

# Blended Instruction Lesson Plan

**MILWAUKEE PUBLIC SCHOOLS**

**Asynchronous:**
Students can work on the additional parts of the unit, like the non-fiction books on their own. Each student will be assigned based on their reading level and will complete quizzes as formative assessments for the teacher.

Interactive Science Lessons
Fossils: Evidence of Earth's Past

**Assessment:**
Project-Based Learning Pack Activities

## Instructional Sequence

1. Introduce the unit (in an in-person situation, you could start the unit with the hands-on lab)
2. Students begin complete some background knowledge assignments on their own (non-fiction books, e.g._
3. Teacher engages in synchronous class discussions about what students have read or done so far (this can be asynchronous through flip grid if necessary)
4. Lab component - hands-on or through a simulation (Science A-Z Interactive Science Lesson (depending on the learning situation)
5. Teacher engages in class discussion about learning and lab experiences
6. STEM Project
7. Summative Assessment for this standard (part of a larger unit)

# Blended Instruction Lesson Plan

## Social Studies 4th Grade

| |
|---|
| **Title**<br> Regions of the United States |
| **Learning Objectives**<br>● Mental mapping/maps from memory<br><br>● Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics.<br><br>● Develop a list of questions that support the research through discussion and investigation to guide inquiry. |

| Virtual Components | In-Person Components |
|---|---|
| **Whole Class launch in discussion board: How do Geographers determine different parts of the United States?**<br>● Review responses with class<br>**Watch: Different Regions of the United States**<br>https://app.discoveryeducation.com/learn/videos/50033052-9a01-41ee-9765-e78fe34dbca3/<br>**Ask the students if they have additional answers to the question: How do Geographers determine different parts of the United States? Please put these additions in the discussion board. Teacher should tally all new responses and add them to the list.**<br><br>**Have students read independently**:<br>https://drive.google.com/drive/u/0/folders/1SnMhsi9IKNZSMdx2oAbuPO2VBRDZTq5D<br>● What region of the country is Mark Twain writing from? What is your evidence?<br><br>**Whole Class:** Teacher Presents PPT about determining the Regions of the Country: | **Whole Class launch using discussion protocol: How do Geographers determine different parts of the United States?**<br><br>**Watch: Different Regions of the United States**<br>https://app.discoveryeducation.com/learn/videos/50033052-9a01-41ee-9765-e78fe34dbca3/<br>**Ask the students if they have additional answers to the question: How do Geographers determine different parts of the United States? Teacher should tally all new responses and add them to the list.**<br><br>**Have students read in assigned small groups:**<br>https://drive.google.com/drive/u/0/folders/1SnMhsi9IKNZSMdx2oAbuPO2VBRDZTq5D<br>● What region of the country is Mark Twain writing from? What is your evidence?<br><br>**Whole Class:** Teacher Presents PPT about determining the Regions of the Country: |

# Blended Instruction Lesson Plan

| https://drive.google.com/drive/u/0/folders/1SnMhsi9IKNZSMdx2oAbuPO2VBRDZTq5D | https://drive.google.com/drive/u/0/folders/1SnMhsi9IKNZSMdx2oAbuPO2VBRDZTq5D |
|---|---|
| **Students Create independently:** Create a map of your home as if you were looking down on it from above. Label each room. Then, divide your home into five regions and make each region a different color. Last, answer the question, What sets each region apart from the rest of the house? | **Students Create independently:** Create a map of your home as if you were looking down on it from above. Label each room. Then, divide your home into five regions and make each region a different color. Last, answer the question, What sets each region apart from the rest of the house? |
| <span style="color:red">**Instructional Sequence/Practice**</span> ● Whole -Small-Whole | |

# Blended Instruction Lesson Plan
## Math 4<sup>th</sup> Grade

| Title |
|---|
| Topic 1 Lesson: 1-1 |
| Extending the understanding of place values from 1,000 to 1,000,000. |

**Learning Objectives**

We are learning that an understanding of place value allows numbers to be written and read using base ten numerals and number names in expanded form.

**Success Criteria**

We are successful when we can read and write numbers through 1,000,000 in expanded form with numerals and using number names based on the place value of their digits.

| Virtual Components | In-Person Components |
|---|---|
| **Access to online student workbook** | Home –School Connection (Letter to parents/guardians) |
| Grade 4 Envisionmath Games to Build Fluency | Place value charts (Teaching Tool 3) |
| Practice Buddy 1-1 | Student work books pages 1-10 |
| Math Games 1-1 | My Word Cards pg. 3-4 |
| Padlet Account | Digital Resources |
| Google Classroom Grade 4 | |
| | |
| **Teacher will transfer TOPIC lessons into Google Classroom.** | |
| | |
| Teacher will have a links in their google classroom that will direct students to log in into Envisionmath Etext book pages, assessments, practices and games for the lesson. | |

| Instructional Sequence |
|---|
| **Launch** |

- **Pose the Solve- and- Share Problem from envision:** Have students look at problem while presenting the situation.
- **Build Understanding:** Have students explain the problem to a partner, then let partner explain. Pose question, "What do you notice?" and then "What do you wonder?"

**In virtual environment, teachers will direct student to respond using the chat, Padlet, Google slide or any other format.**

ASK:
How many copies of the album were sold? What are you asked to do?

**-Ask Guiding Questions As Needed:** What are the names of the places in the thousands period? What are the names of the places in the millions period?
- **Share and discuss Solutions:** Start with students sharing their solutions. Teacher can share to the whole group some solutions. In a virtual environment, teacher will hide student names.

If needed, project/ share /discuss textbook's sample students work.

**Transition to the Visual Learning Bridge:** Our number system is based on place-value groups of ten, and whole numbers are grouped into periods of three places. You can use periods to write number names for greater numbers.

**Revisit/ State Lesson's Learning Intention / Success Criteria**

# Explore
**Visual Learning (pgs.6-8) In the virtual, teacher project visual learning on the screen and provide direction on how to get those in their workbook.**

**Convince Me:** Students analyze the place-value chart to look for a pattern in the first three periods to help develop their understanding of place-value with greater numbers.

**Teacher's questions:**
"Where else have you seen numbers in the hundred thousands?"
"How is the thousands period similar to the other periods in the place-value chart?"
*"Why is using a place-value chart helpful when writing a number using number names?"*
* *"What pattern exists in the three places in each period?"*
Have students share their think with a partner and then share with whole group. Then have student write their thinking.

**Use the Visual Learning Animation Plus to connect students' thinking in Solve-and-Share to important math ideas in the lesson.**

# Blended Instruction Lesson Plan
# Math 4ᵗʰ Grade

Guided Practice

Using Think-Pair –Share strategy: Have students complete problems individually, share with partners if possible and share with whole class/group.

**In virtual environment. Teacher will create a Padlet to allow student share their responses.**

- **Do you Understand?** Items #1-2. Think-Pair-Share
- **Do you Know?** Items #3-5. Think-Pair-Share

**Independent Practice: items # 6 – 12 from the book.**

## Summarize

**Pose Essential Questions:**
**How are greater numbers written?**
**How can whole numbers be compared?**
**How are place values related?**
**How is the thousands period similar to the other periods in the place-value chart?**
*Why is using a place-value chart helpful when writing a number using number names?*
*What pattern exists in the three places in each period?*

## Apply
**During a fundraiser, a library has a goal to collect $38,000. If the library collects $900 less than its goal, how much does it collect?**

**Math and Science Projects – Rock Formation**
**Using the internet or other sources, find the depths in feet of the five (5) deepest caves in the world.**

**Do and Share:**

Make a place value chart that includes the five depths.
Write each depth in expanded form.
Use 'greater than' or 'less than' to compare two of the cave depths.

## Assessment

**Practice Buddy 1-1**
**Math Games 1-1**

# Blended Instruction Lesson Plan
# Math 4th Grade

**Use the Quick Check items to Assess and provide differentiation.**
**Use Leveled assignment pgs. 9-10 problems # 1-14**

# Blended Instruction Lesson Plan
# Writing
**Grade 4**

| |
|---|
| **Title**<br>Week One: Identity: Who Am I? |

| |
|---|
| **Learning Objectives**<br>Students will learn about their own blueprints in life by creating a name story and reading various stories that center cultural names and naming traditions. |

| **Virtual Components** | **In-Person Components** |
|---|---|
| • Flip-Grid<br>• Virtual Writing Space<br>• Google Meet | • "Speed Pairing Protocol"<br>• In-Class Composition time |

**Instructional Sequence**

**Monday:** (**Asynchronous):** Students will respond to the *Who are you* questionnaire. Teachers will record a video reciting the task and describing the activity. In doing so, teacher will introduce themselves by answering the questions from the same questionnaire they are assigning to students.

**Tuesday:** (**Synchronous**) Students will get at least 15mins of in-class composition time (digitally) to finish filling out their questionnaire. Teacher will engage students in a Kahoot.it using answers from his/her questionnaire. Students will select 5 questions that they will be willing to share with the class.

**Wednesday:** (**Asynchronous**) Students will record a 3-5-minute Flipgrid. They will respond to at least 3 other students Grids (they will think about what they have in common with each other). **(Synchronously)** Teachers will provide collective feedback verbally to students. In his/her own notes, the teacher will create mini-profiles of students to note significant things to remember and/or capitalize on.

**Wednesday**: (if F2F) Students will participate in a "speed pairing" where in they have a minute to introduce themselves to each other and then shift to the next.

**Thursday:** (**Asynchronous**) The teacher will transition to describing the "name story" task that will span 2-3 days. The teacher will start with a story. Click here for options. Then the teacher will prompt students to critically think about the name questions: Click here for questions.

# Blended Instruction Lesson Plan
# Writing
**Grade 4**

> **Friday: (Synchronously)** Students will then write a "name story" modeled after one of the texts. Students will have Friday to start these lessons together during whole-class virtual writing space, or, if f2f, in-class composing time.
>
> **Note:** this may extend into the following week, and that is ok—adjust as needed.

# Blended Instruction Science Lesson Plan

| **Title** |
|---|
| Grade 8 |
| Matter and Its Interactions |

| **Learning Objectives** |
|---|
| **How can one explain the structure, properties, and interactions of matter** |
| **Students will understand that:** |
| · **Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.** |
| · **Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals).** |

| **Virtual Components** | **In-Person Components** |
|---|---|
| **Discovery Education Tech Book: Properties of Matter Unit** | **Hands-On Lab - I**nventing a new Materials (Follow Covid-19 Lab safety regulations) |
| **Synchronous:** | |
| **Introduce the unit** | **Discovery Ed Tech Book:** |
| DE Tech Book Properties of Matter Unit | STEM Starter Projects (this can be in-person, synchronous or asynchronous virtual learning) |
| https://app.discoveryeducation.com/learn/techbook/units/389ed5b9-f41a-40ff-9cbf-582ed6ae1bf1/concepts/0adcd0ba-1f2c-4237-a5f7-91d9dc297d4b/tabs/5a1b6f8b-c6bf-4208-87dd-7b3b66692147 | Project Options: |
| | ● Solubility's Relationship with temperature |
| Go through the first page of the Find All Things That Matter activity in teh Engage tab. Show the video and discuss the questions provided in the teacher notes section. Teachers can ask students to respond as part of a class discussion. This can be accomplished using a resource like Jam | ● The Many Sources of Water |

Board so all students have the opportunity to participate. (alternatively students can respond to the prompts using flip grid and this can be completed asynchronously)

Regular Check-Ins with students - whole class, small group, 1:1 to monitor progress and support needed

**Asynchronous:**
Students will complete the activities in the Engage and Explore tabs. (Teacher will review formative assessment results and determine where more support is needed for student learning. This will be used to adjust future lessons or any reteaching that is needed.)

PhET Simulation and activities
States of Matter
https://phet.colorado.edu/en/simulation/states-of-matter-basics

Flocabulary (this may be a scaffold needed for your students, or you may choose not to use this resource):
Matter
https://www.flocabulary.com/unit/three-states-of-matter/

BrainPoP
Matter Changing States

# Blended Instruction Science Lesson Plan

https://www.brainpop.com/science/matterandchemistry/matterchangingstates/

States of Matter

https://www.brainpop.com/science/matterandchemistry/statesofmatter/

<u>Summative Assessment</u>

This can be one of the projects or another project developed by the teacher

## Instructional Sequence

1. Introduce the unit (in an in-person situation, you could start the unit with the hands-on lab)
2. Students begin working in the engage and explore tabs and complete summative assessments
3. Teacher engages in synchronous class discussions about learning and formative assessment (this can be asynchronous through flip grid if necessary)
4. Lab component - hands-on or through PhET (depending on the learning situation)
5. Teacher engages in class discussion about learning and lab experiences
6. STEM Project
7. Summative Assessment for this standard (part of a larger unit)

# Blended Instruction Lesson Plan

## 8th Grade Social Studies

| |
|---|
| **Title** <br> The West |

| |
|---|
| **Learning Objectives** <br> Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry. <br><br> Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. |

| **Virtual Components** | **In-Person Components** |
|---|---|
| **Teachers use as a guide for 5 lessons:** <br> • https://app.discoveryeducation.com/learn/techbook/units/ce59790a-dce5-4e96-8ae2-aaf5281abafe/concepts/2b968d83-3c72-473e-894a-3332419b9423/lesson <br><br> **Whole Class launch in discussion board:** <br> • **Why did some people move west after the Civil War? Who benefited from the second wave of Western Expansion in the United States?** <br><br> • **Students view the image at:** <br> https://app.discoveryeducation.com/learn/techbook/units/ce59790a-dce5-4e96-8ae2-aaf5281abafe/concepts/2b968d83-3c72-473e-894a-3332419b9423/tabs/5a1b6f8b-c6bf-4208-87dd-7b3b66692147 and answer: What do you noice? What is missing? <br><br> • **Students watch video in the Engage tab on Oklahoma expansion.** <br><br> **Whole Class discussion of the questions:** Why do you think that so many people wanted land in Oklahoma? | **Teachers use as a guide for 5 lessons:** <br> • https://app.discoveryeducation.com/learn/techbook/units/ce59790a-dce5-4e96-8ae2-aaf5281abafe/concepts/2b968d83-3c72-473e-894a-3332419b9423/lesson <br><br> **Whole Class launch (teacher records answers):** <br> • **Why did some people move west after the Civil War? Who benefited from the second wave of Western Expansion in the United States?** <br><br> • **Students view the image at:** <br> https://app.discoveryeducation.com/learn/techbook/units/ce59790a-dce5-4e96-8ae2-aaf5281abafe/concepts/2b968d83-3c72-473e-894a-3332419b9423/tabs/5a1b6f8b-c6bf-4208-87dd-7b3b66692147 and answer: What do you noice? What is missing? <br><br> • **Students watch video in the Engage tab on Oklahoma expansion.** <br><br> **Whole Class discussion of the questions:** <br> • **Why do you think that so many people wanted land in Oklahoma?** |

# Blended Instruction Lesson Plan

## 8th Grade Social Studies

| ● Students read: https://app.discoveryeducation.com/learn/techbook/units/ce59790a-dce5-4e96-8ae2-aaf5281abafe/concepts/2b968d83-3c72-473e-894a-3332419b9423/tabs/6e1551ab-57b8-42d4-8e5b-25549791c760 <br><br> **Exit Ticket:** <br> ● **In the discussion board: students answer the question: How did the railroads expand the move West?** | ● Students read: https://app.discoveryeducation.com/learn/techbook/units/ce59790a-dce5-4e96-8ae2-aaf5281abafe/concepts/2b968d83-3c72-473e-894a-3332419b9423/tabs/6e1551ab-57b8-42d4-8e5b-25549791c760 <br><br> **Exit Ticket:** <br> ● **On a piece of paper: Students answer the question: How did the railroads expand the move West?** |
|---|---|
| **Instructional Sequence** <br> ● Whole- Small- Whole | |

# Blended Instruction Lesson Plan - 8th Gr. Example

| Title: 8th Grade Mathematics - Weeks 1-7 |
|---|

| Learning Objectives: Standards for Mathematical Practice<br><br>Week of Inspirational Math (Week 1)<br><br>CMP3: Thinking with Mathematical Models (Weeks 2-7) |
|---|

| Virtual Components: | In-Person Components: |
|---|---|
| Online resources available for the Week of Inspirational Math: https://www.youcubed.org/week-inspirational-math/ | Tasks to complete in-person available for the Week of Inspirational Math: https://www.youcubed.org/week-inspirational-math/ |
| MathXL and other online components (launch videos, math tools, student activities, etc) that correspond with the *Thinking with Mathematical Models* are available through Savvas (formerly Pearson) EasyBridge - Realize.<br><br>Desmos - online graphing calculator and student activities | Tasks to complete in-person should come from each school's chosen math curriculum, in alignment with the Year-at-a-Glance:<br><br>*CMP3*<br>*SpringBoard Course 3* |

| Instructional Sequence:<br>Launch<br>Explore<br>Summarize<br>Apply |
|---|

# Blended Instruction Lesson Plan Reading
# 8<sup>th</sup> Grade (Departmentalized)

**Title:** Raymond's Run

McDougal Littell Unit 1  (Day 1 of the lesson)

## Learning Objectives

Students will be able to identify details that help them make and support inferences.

(R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences.). RI&RL

| Virtual Components | In-Person Components |
|---|---|
| **Whole Class launch** (Activate prior knowledge) Using a resource such as  Google Slides (one slide per student) have students complete the following **Quick Write:** Jot down a list of things you've been willing to work for. <br> • When students complete their quick write, encourage them to read a few of their classmates' slides. <br><br> **Vocabulary:** Introduce the vocabulary words for the story using the first 3 steps of the Marzano 6-step process (explain, restate, draw).  Use a resource such as Pear Deck to allow students to draw a visual representation of the words. <br><br> **Introduce the target strategy: Inference** Use a student toolbox resource such as Flocabulary to allow students to see an explanation of the strategy and to see a model of how to perform the strategy. | **Whole Class launch** (Activate prior knowledge) **Quick Write:**  Jot down a list of things you've been willing to work for. <br> • Share out in small groups.  Allow a few students to share out whole group. <br><br> **Vocabulary**: Introduce the vocabulary words from the the story Raymond's Run using the first 3 steps of the Marzano 6-step process (explain, restate, draw).  Allow students to draw a visual representation of the word in their vocabulary log. <br><br> **Introduce the target strategy: Inference** Explain: <br> • What the strategy consists of <br> • Why the strategy is important <br> • When to use the strategy <br> Model how to perform the strategy then allow guided practice.  Work through several increasingly challenging examples together.  Intervene and support when needed. (you may also refer to the reading skill section on page 33 of the McDougal Littell textbook). |

# Blended Instruction Lesson Plan Reading
# 8th Grade (Departmentalized)

**Small Group Instruction:**
(Synchronous Activity) Allow a small group of students (6 to 8) to remain in Google Meet. Provided time for students to read a shared text and practice making inferences. Text from websites such as Newsela or COMMONLIT can be used to differentiate small group instruction. (You can either share your screen or allow students to open a new tab to access a copy of the text). Be sure that the text is suitable for applying the inference strategy

(Asynchronous Activity) Students who are not participating in small group should complete a Flocabulary lesson on inferencing.

**Whole Group Wrap-up:**
To check for understanding of today's lesson, use Google forms to create an exit ticket for all students to complete.

**Small Group Instruction:**
Provide small group guided reading instruction (meet with 6 to 8 students). Provide an instructional level text for students to read. (Be sure that the selected text is suitable for applying the inference strategy). Allow students to read independently, while focusing your attention on one student at a time (ask that student to turn his/her voice up a notch). Take anecdotal notes on the student's reading ability (For example, is the student reading fluently? What does the student do when he/she comes across a word that he/she does not know?). Try to listen to each student read. Be sure to tell students what to do if he/she finishes reading before the others (read again, answer questions, complete a graphic organizer etc.).

If the text is above the students' instructional level, be sure to provide scaffolded support.

Students who are not participating in small group should be working at literacy workstations (independent reading, writing in response to reading, vocabulary, word work/phonics, technology) practicing skills previously introduced

**Whole Group Wrap-up:**
To check for understanding of today's lesson, ask students to complete an exit ticket.

## Instructional Sequence

Whole -Small-Whole

# Blended Instruction Lesson Plan Reading
# 8th Grade (Departmentalized)

# Blended Instruction Lesson Plan

## Citizenship - High School

| |
|---|
| **Title**<br>What is Citizenship? |

| |
|---|
| **Learning Objectives**<br>Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.<br><br>Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.<br><br>Critique the struggle for suffrage and citizenship since the founding period.<br><br>Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. |

| **Virtual Component** | **In-Person Components** |
|---|---|
| <ul><li>Students will take the practice Naturalization test as a pretest of knowledge: https://www.test-guide.com/free-citizenship-practice-tests.html</li><li>Teacher presents ppt: https://drive.google.com/drive/folders/1IilINia7zlJK_XsuKnzNZiXffqo_1AUN</li><li>Students use the the notetaking guide as teacher presents: https://docs.google.com/document/d/1uo5FkAATo4scK-9N18qGo77hqpitrED_Gzf_Dawxrl4/edit</li><li>Students read: *Myths about Immigration in America*</li><li>In the discussion board students will all post all statements that are false.</li></ul> | <ul><li>Students will take the practice Naturalization test as a pretest of knowledge: https://www.test-guide.com/free-citizenship-practice-tests.html</li><li>Teacher presents ppt: https://drive.google.com/drive/folders/1IilINia7zlJK_XsuKnzNZiXffqo_1AUN</li><li>Students use the the notetaking guide as teacher presents: https://docs.google.com/document/d/1uo5FkAATo4scK-9N18qGo77hqpitrED_Gzf_Dawxrl4/edit</li><li>Students read: *Myths about Immigration in America*</li><li>In the discussion board students will post all statements that are false.</li></ul> |

# Blended Instruction Lesson Plan

| | |
|---|---|
| ● Exit ticket: Students answer the questions and turn it in using the tab in Google Classroom. Document: Political Cartoon: Our National Fabric. | ● Exit ticket: Students answer the questions in groups using the Document: Political Cartoon: Our National Fabric and turn it in before leaving class |

**Instructional Sequence**

Whole-Small-Whole

## CDC Readiness and Planning Tool to Prevent the Spread of COVID-19 in K-12 Schools

CDC offers the following readiness and planning tool to share ways school administrators can help protect students, staff, and communities, and slow the spread of COVID-19. This tool aligns with the Considerations for Schools, and includes the following:

- General Readiness Assessment
- Daily/Weekly Readiness Assessment
- Preparing for if Someone Gets Sick
- Special Considerations and Resources

School administrators may review and complete the general readiness assessment while working with state, local, tribal, territorial, or federal officials when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19. The daily/weekly readiness assessment can be used to monitor recommended practices. Planning tools are also included to help school administrators prepare to respond if someone gets sick and to identify special considerations specific to their school community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs and context of each community.
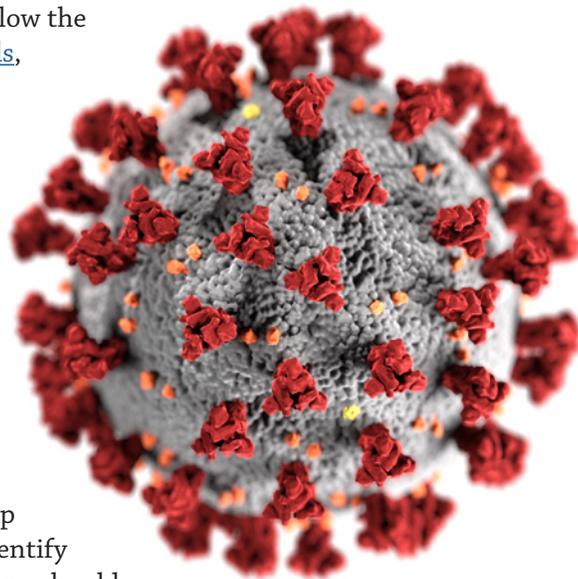
## Guiding Principles to Keep in Mind

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.

- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects.

- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

## Considerations for Schools: **General Readiness Assessment**

Use the following tool when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19.

| Policies and Procedures | Facilities and Supplies | Education and Training |
|---|---|---|

**Point Person(s):** _____

Review relevant local/state regulatory agency policies and orders, such as those related to events, gatherings, and travel.

Consult local health officials about the school's approach to planning for COVID-19.

Designate a staff person responsible for responding to COVID-19 concerns. Make sure other staff, parents, and students know how to contact this person.

Develop policies that encourage sick staff members to stay at home without fear of job loss or other consequences and protect their privacy, particularly for those with underlying medical conditions and at higher risk for severe illness.

Offer options (e.g., telework or virtual learning opportunities) for staff and students at higher risk for severe illness.

Offer flexible sick leave policies and practices.

Offer options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts).

Develop a plan to monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.

Monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.

Develop a plan to conduct daily health checks (e.g., temperature screening and/or symptom checking) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations.

**Point Person(s):** _____

Obtain supplies including:

soap

hand sanitizer (at least 60% alcohol)

paper towels

tissues

cleaning and disinfection supplies

cloth face coverings (as feasible)

no-touch/foot pedal trash cans

no-touch soap/hand sanitizer dispensers

disposable food service items

other: _____

Develop a schedule for increased routine cleaning and disinfection in collaboration with maintenance staff, including areas such as the following:

buses or other transport vehicles

frequently touched surfaces (e.g., desks, door handles, railings)

communal spaces (e.g., restrooms)

shared objects (e.g., gym equipment, art supplies, games)

other: _____

Assess the ability of staff, students, and families to obtain cloth face coverings for everyday use.

**Point Person(s):** _____

Educate staff, students, and their families about when they should stay home if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case, and when they can return to school.

Educate staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences.

Teach the importance of handwashing with soap and water for at least 20 seconds.

Teach the importance of social distancing and staying with small groups, if applicable.

Identify who should wear cloth face coverings, and communicate the importance of wearing them. Cloth face coverings should **not** be placed on:

Children younger than 2 years old

Anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the cover without help

Provide information on proper use, removal, and washing of cloth face coverings.

Train staff on all safety protocols.

Conduct training virtually or maintain social distancing during training.

Other: _____

| Policies and Procedures | Facilities and Supplies |
|---|---|

**Policies and Procedures**

Develop a plan for organizing students and staff into small groups (cohorting) that remain together while social distancing, with limited mixing between groups (all school day for young students, and as much as possible for older students).

Develop appropriate COVID-19 accommodations, modifications, and assistance for students with special healthcare needs or disabilities.

> Incorporate considerations for students in special education who have a 504 plan or individualized education plan to ensure education remains accessible.

> Incorporate considerations for children and youth who need assistance with activities of daily living, as well as their service providers.

Develop a plan for serving students individually plated, boxed, or wrapped meals in classrooms instead of in a cafeteria, or for implementing staggered mealtimes to reduce the number of students or small groups within a cafeteria.

Develop protocols to limit contact among small groups and with other students' guardians (e.g., staggered arrival and drop-off times or locations).

Develop a plan for if someone gets sick or shows symptoms of COVID-19.

Other: _____

**Facilities and Supplies**

Close communal spaces or develop a plan for staggered use and cleaning and disinfecting.

Develop a protocol to ensure safe and correct use and storage of cleaners and disinfectants, including storing products securely away from students.

Ensure ventilation systems operate properly. If using fans, make sure they do not blow from one person onto another.

Ensure all water systems and features are safe to use after a prolonged facility shutdown.

Follow CDC's considerations for Pools, Hot Tubs, and Water Playgrounds During COVID-19 if applicable.

Install physical barriers, such as sneeze guards and partitions, in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).

Provide physical guides, such as tape on floors and signs on walls, to promote social distancing.

Space seating at least 6 feet apart and turn desks to face in the same direction.

Develop protocol to increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so).

Develop a protocol to monitor and ensure adequate supplies to minimize sharing of objects, or limit use to one group of students at a time, and clean and disinfect between use.

Encourage organizations that share the school facilities to follow these considerations.

Other: _____

## Considerations for Schools: **General Readiness Assessment**

Use the following tool when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19.

| Communication and Messaging | Gatherings, Visitors, and Events | Action Planning—Notes and Next Steps |
|---|---|---|

**Point Person(s):** _____

Post signs in highly visible locations to promote everyday protective measures and describe how to stop the spread of germs. Signage locations include:

    entrances

    dining areas

    restrooms

    classrooms

    administrative offices

    cafeteria

    auditorium

    janitorial staff areas

    other _____

Develop plans to include messages (e.g., videos) about behaviors that prevent spread of COVID-19 when communicating with staff and families on:

    websites

    email

    social media accounts

    other _____

Develop plans to broadcast regular announcements on reducing the spread of COVID-19 on PA systems or during morning announcements.

Consider posting signs for the national distress hotline: 1-800-985-5990, or text TalkWithUs to 66746.

Notify all staff and families of who to contact for questions and concerns related to COVID-19.

Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities.

Other: _____

**Point Person(s):** _____

Review local/state regulatory agency policies related to group gatherings to determine if events (e.g., sport games, extracurricular activities) can be held.

Identify opportunities to pursue virtual group events, gatherings, or meetings, if possible, and develop a protocol to limit those where social distancing cannot be maintained.

Develop a protocol to limit nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible— especially those who are not from the local geographic area (e.g., community, town, city, country.)

Identify opportunities to pursue virtual activities and events, such as field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible.

If offering sporting activities, develop a plan to follow considerations that minimize transmission of COVID-19 to players, families, coaches, and communities.

Identify and prioritize outdoor activities where social distancing can be maintained as much as possible.

Other: _____

**Point Person(s):** _____

Use this space to note any required resources and next steps, or potential barriers and opportunities:

## Considerations for Schools: **Daily/Weekly Readiness Assessment**

Use the following tool to monitor and maintain healthy behaviors, environments, and operations that reduce the spread of COVID-19.

| Policies and Procedures | Facilities and Supplies | Education and Training |
|---|---|---|

**Point Person(s):** _____

Maintain regular contact with local health authorities and review relevant local/state regulatory agency policies and orders for updates.

Ensure a staff person is assigned to respond to COVID-19 concerns.

Monitor absenteeism of students and staff.

Ensure roster of trained back-up staff is updated.

Conduct daily health checks (e.g., temperature screening and/or symptom checking) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations.

Ensure options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) are available and used when needed.

Ensure students are kept together in small groups with dedicated staff and remain with the same group throughout the day, every day, if possible.

Monitor and ensure appropriate accommodations, modifications, and assistance for students with special healthcare needs or disabilities.

> Ensure education remains accessible for students in special education who have a 504 plan or individualized education plan.

> Ensure safety for children and youth who need assistance with activities of daily living, as well as their service providers.

Adhere to and review protocols to limit contact between small groups and with other students' guardians.

**Point Person(s):** _____

Monitor and restock supplies including:

> soap

> hand sanitizer (at least 60% alcohol)

> paper towels

> tissues

> cleaning and disinfection supplies

> cloth face coverings (as feasible)

> no-touch (preferably covered) trash cans

> no-touch soap/hand sanitizer dispensers

> disposable food service items

> other: _____

Monitor adherence to the schedule for increased, routine cleaning and disinfection of:

> buses or other transport vehicles

> frequently touched surfaces (e.g., desks, door handles, railings)

> communal spaces (e.g., restrooms)

> shared objects (e.g., gym equipment, art supplies, games)

> other: _____

Monitor availability and use of gloves when food is prepared and served, and when handling and disposing of trash.

**Point Person(s):** _____

Educate staff, students, and their families about when they should stay home if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case, and when they can return to school.

Educate staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences.

Reinforce and monitor handwashing with soap and water for at least 20 seconds.

Reinforce the importance of social distancing and staying with small groups, if applicable.

Encourage covering coughs and sneezes with a tissue, and then washing hands with soap and water for at least 20 seconds.

Reinforce the use of cloth face coverings. Cloth face coverings should **not** be placed on:

> Children younger than 2 years old

> Anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the cover without help.

Provide information on proper use, removal, and washing of cloth face coverings.

Train staff on all safety protocols.

> Conduct training virtually or maintain social distancing during training.

Other: _____

Appendix 49

*(continued from previous page)*

| Policies and Procedures | Facilities and Supplies |
|---|---|
| Ensure small groups maintain a physical distance of at least 6 feet to avoid mixing between groups, if possible.<br><br>Ensure students eat in separate areas or with their small group.<br><br>Ensure each student's belongings are separated from others' and in individually labeled containers, cubbies, or designated areas.<br><br>Ensure limited sharing of electronic devices, toys, books, and other games or learning aids, and clean and disinfect between users.<br><br>Other: _____ | Monitor safe and correct use and storage of cleaners and disinfectants, including storing products securely away from students.<br><br>Ensure that there is adequate ventilation when cleaners and disinfectants are used to prevent students or staff from inhaling toxic fumes.<br><br>Ensure ventilation systems operate properly.<br><br>Ensure seating is spaced at least 6 feet apart and that desks remain facing the same direction.<br><br>In transport vehicles, ensure one student per row, skipping rows when possible.<br><br>For communal spaces, ensure staggered use, and cleaning and disinfecting frequently touched surfaces and shared objects between users.<br><br>Increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so).<br><br>Ensure adequate supplies (e.g., writing utensils, art supplies) to minimize sharing of frequently touched surfaces and shared objects, and monitor cleaning and disinfecting between use.<br><br>Other: _____ |

## Considerations for Schools: **Daily/Weekly Readiness Assessment**

Use the following tool to monitor and maintain healthy behaviors, environments, and operations that reduce the spread of COVID-19.

### Communication and Messaging

**Point Person(s):** _____

Continue to post or update signs in highly visible locations to promote everyday protective measures and describe how to stop the spread of germs. Signage locations include:

- entrances

- dining areas

- restrooms

- classrooms

- administrative offices

- cafeteria

- auditorium

- janitorial staff areas

- other _____

Continue to provide or update messages (e.g., videos) about behaviors that prevent spread of COVID-19 when communicating with staff and families on:

- websites

- email

- social media accounts

- other _____

Broadcast regular announcements on reducing the spread of COVID-19 on PA systems or during morning announcements.

Ensure all staff and families know which staff person is responsible for responding to COVID-19 concerns and how to contact this person.

Encourage staff and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.

Promote healthy eating, exercising, getting sleep, and finding time to unwind.

Encourage staff members and students to talk with people they trust about their concerns and how they are feeling.

Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities.

Other: _____

### Gatherings, Visitors, and Events

**Point Person(s):** _____

Continue to encourage social distancing of at least 6 feet between people who don't live together at group events, gatherings, or meetings, including outdoor activities.

Continue to restrict nonessential visitors, volunteers, and activities involving external groups or organizations—especially those who are not from the local geographic area (e.g., community, town, city, country).

Continue to pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible.

Continue to follow considerations for students and staff participating in sporting activities.

Continue to offer pre-packaged boxed or bagged meals at events or gatherings and use disposable food service items.

Other: _____

### Action Planning—Notes and Next Steps

**Point Person(s):** _____

Use this space to note any required resources and next steps, or potential barriers and opportunities:

## Considerations for Schools: **Preparing for if Someone Gets Sick**

Use the following tool when making initial preparations for if a student, teacher, or other school staff member gets sick with COVID-19.

| Before Someone Gets Sick | When Someone Gets Sick | After Someone Gets Sick |
|---|---|---|

**Point Person(s):** _____

Make sure staff and families know they should not come to school, and that they should notify school officials if they have COVID-19 symptoms, are diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case.

Develop systems to:

Have individuals self-report to administrators if they have symptoms of COVID-19, have been diagnosed with COVID-19, are waiting for test results, or were exposed to someone with COVID-19 within the last 14 days.

Notify individuals of closures and restrictions put in place to slow the spread of COVID-19.

Develop policies for returning to school after COVID-19 illness. CDC's criteria to discontinue home isolation and quarantine can inform these policies.

Identify an isolation room or area to separate anyone who has COVID-19 symptoms or who has tested positive but does not have symptoms.

Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility, if necessary.

Develop a plan to support staff, students, and families experiencing trauma or challenges related to COVID-19.

Other: _____

**Point Person(s):** _____

Immediately separate individuals with COVID-19 symptoms or who test positive for COVID-19.

If necessary, transport sick individual(s) home or to a healthcare facility, depending on how severe their symptoms are.

If calling an ambulance or bringing someone to a healthcare facility, alert them ahead that the person may have COVID-19.

Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting them (for outdoor areas, this includes surfaces or shared objects in the area, if applicable).

Advise sick individuals that they should not return to school until they have met CDC's criteria to discontinue home isolation.

Other: _____

**Notes and Next Steps:**

**Point Person(s):** _____

In accordance with state and local laws and regulations, notify local health officials, staff, and families of cases of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA).

Notify individuals of closures and restrictions put in place due to COVID-19 exposure.

Advise those who have had close contact with a person diagnosed with COVID-19 to stay home, self-monitor for symptoms, and follow CDC guidance if symptoms develop.

Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products, including storing them securely away from children.

Other: _____

## Considerations for Schools: **Special Considerations and Resources**

Use the following resources to address any additional considerations specific to your school community.

| Special Considerations | Other Resources |
|---|---|

**Point Person(s):** _____

Use this space to note any modifications necessary for specific groups within the school community, as well as any other considerations specific to the context of the school community.

**Point Person(s):** _____

- Latest COVID-19 Information
- Cleaning and Disinfection
- Guidance for Businesses and Employers
- Guidance for Schools and Childcare Centers
- Guidance for Park Administrators
- Shared and Congregate Housing
- COVID-19 Prevention
- Handwashing Information
- Face Coverings
- Social Distancing
- COVID-19 Frequently Asked Questions
- People at Higher Risk
- People with Disabilities
- Coping with Stress
- HIPAA and COVID-19
- CDC communication resources
- Community Mitigation

**Virtual Professional Development for Educators**
**July–December 2020**

The contents of these virtual learning opportunities and course offerings are contingent on the instructional delivery model selected.

| Required Audience | Optional Audience | Professional Learning Topic | Proposed Time Frame When Course Offerings Will Be Introduced | | | |
|---|---|---|---|---|---|---|
| | | **Academics and Consistency Measures** <br> **Setting Up Your Virtual Workspace (How)** | **Prior to Start of School** | **30 Days** | **60 Days** | **90 Days** |
| Teachers, Substitute Teachers | Paras | Google Classroom and Google Meet <br> ● Primary Grades (3-5) <br> ● Secondary Grades (6-12) <br><br> **Course Description:** For teachers new to Google Classroom, join this hands-on session to get acquainted with the features of Google Classroom and Google Meet. Participants will leave having created a Google Classroom and at least one assignment. | x | | | |
| All Staff | | Google Docs and Drive Basics <br><br> **Course Description:** Learn how to organize and create from your Google Drive. In this introductory session, you will be guided through the basics of Google Drive and Docs. | x | | | |
| New Educators | | Google Classroom and Google Meet <br><br> **Course Description:** This course is for new educators who may be unfamiliar with Google Classroom and Meet and/or for those looking to brush up on their skills or discover some tips and tricks for using Google Classroom and Meet more effectively. | x | | | |

(V.7.10.2020)

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|---|---|---|---|---|---|---|---|
| Principals, Assistant Principals, Sped. Supervisors, SSTs, K3-K5 Teachers, and Substitute Teachers | Grades 1-5 Teachers and Substitute Teachers | Seesaw<br><br>**Course Description:** Learn how to get up and running on Seesaw. This training is designed for Seesaw for Schools teachers who will set up their account and learn ways to view and approve student work. | **x** | | | | |
| Principals, Assistant Principals, Sped. Supervisors, Teachers, Paras | | Communicating with Families Using Remind, School Messenger, Email, Text Messages, Dojo, or Voice Calls<br><br>**Course Description:** Learn some tips for using your Remind account for remote learning. Whether your school has the free or paid Remind plan, all educators can use this tool to communicate with students and families. | **x** | | | | |
| Teachers | | Utilizing Teacher Pages in Clever to Link to Student Toolbox Resources and More<br><br>**Course Description:** Participants will be able to create personalized Teacher Pages to house a variety of learning resources for their students to access. Some examples include homework or assignments in Google Classroom, links to online resources in the Student Toolbox, and community websites. | **x** | | | | |
| Principals, Assistant Principals, Sped. Supervisors, Secretaries, Central Services Staff | | Facilitating Effective Virtual Meetings in Google Meet<br><br>**Course Description:** Participants will be able to schedule a Meet, share joining info, and host an effective online meeting using Google Meet. | **x** | | | | |

(V.7.10.2020)

| | | | Prior to Start of School | 30 Days | 60 Days | 90 Days |
|---|---|---|---|---|---|---|
| Admin, Teachers, Paras, Substitute Teachers | | Distance Learning Best Practices<br><br>**Course Description:** By the end of this course, participants will be able to assess student learning, spark student engagement through discussions, and provide students with feedback and right-on-time support. | | x | | |
| Principals, Assistant Principals, Sped. Supervisors, Regional Supts., ILDs | | Using Little SIS to Monitor Schoolwide Google Classroom Use<br><br>**Course Description:** School leaders will learn how to explore Little SIS for Classroom in order to track and monitor Google Classroom use. | x | | | |
| **Academic Expectations and Consistency Measures**<br>**Remote Learning Pedagogy – Best Practices (What)** | | | **Prior to Start of School** | **30 Days** | **60 Days** | **90 Days** |
| Principals, Assistant Principals, Sped. Supervisors, Teachers | | Remote Learning Best Practices à la Carte Sessions<br><br>**Course Description:**<br>● Making learning accessible for all learners<br>● Creating self-paced lessons<br>● Monitoring best practices within Google Classroom<br>● What ongoing assessment can look like online<br>● Leading for Equity Online | x | | | |

(V.7.10.2020)

| | | | Prior to Start of School | 30 Days | 60 Days | 90 Days |
|---|---|---|---|---|---|---|
| Educators, one from each school, ideally, who are confident in using most G Suite tools such as Docs, Drive, and Classroom with a desire to be certified | | Google Level 1 Certification Boot Camp<br><br>**Course Description:** Participants will be exposed to the tools in Google's Level 1 curriculum in preparation for their Google Certified Educator exam, which will be taken on the participants' own time within two months of the boot camp. | x | | | |
| | All Staff | Googlepalooza<br><br>**Course Description:** This conference-style PD is designed to support all principals, teachers, and district educators as they utilize Google tools to teach, learn, work, and collaborate more effectively. The course may span the entire year. | | | x | |
| **Academic Expectations and Consistency Measures Virtual Instruction (What)** | | | **Prior to Start of School** | **30 Days** | **60 Days** | **90 Days** |
| Principals, Assistant Principals, Sped. Supervisors, All Staff | | MPS Standard of Care<br>**Course Description:** Review of MPS Standard of Care guidelines and expectations. Participants will review examples and reflect on teaching and learning in their classrooms. | x | | | |
| Principals, Assistant Principals, Sped. Supervisors, All Staff | | Copyright and Fair Use<br><br>**Course Description:** Overview of copyright and fair use guidelines. Examples will be shared to demonstrate how the concept of fair use applies to copyrighted materials in education. | x | | | |

(V.7.10.2020)

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|---|---|---|---|---|---|---|
| Principals, Assistant Principals, Sped. Supervisors, All Teachers | | Virtual Lesson Design: Lesson Planning<br><br>● Using Ambitious Instruction 3.0 curriculum/ materials/program standards for lesson planning<br>● Pacing expectations (board-endorsed vs. teacher discretion)<br>● Daily/weekly plan includes Do Now (launch)/Body of Lesson (includes components below)/Summarize and Exit Ticket<br><br>**Course Description:** Introduction to Ambitious Instruction 3.0, pacing guides, and virtual lesson design components. Participants will review materials and instructional practices highlighted in AI 3.0. Participants will be able to design quality instruction aligned to Wisconsin Academic Standards. | **x** | | | |
| Principals, Assistant Principals, Sped. Supervisors, All Teachers and All Paras | | Ambitious Instruction 3.0 Acceleration through Inclusive Integration (for Each Content Area; e.g., ELA, Math, Social Studies)<br><br>**Course Description:** In-depth presentation of AI 3.0 and acceleration through inclusive integration for each content area will be presented. Topics will be delivered throughout the school year as part of the school improvement process. | **x** | | | |
| Teachers | Principals, Assistant Principals, Sped. Supervisors | Virtual Lesson Design: Student Engagement in Multiple Settings<br><br>**Course Description:** In-depth presentation of academically engaging lesson design to support all learners in multiple settings. | | **x** | | |

(V.7.10.2020)

| Teachers | Principals, Assistant Principals, Sped. Supervisors | Virtual Lesson Design: Cooperative Learning in a Google Classroom<br><br>**Course Description:** In-depth presentation of cooperative learning strategies to support all learners in Google Classroom. | | x | | |
|---|---|---|---|---|---|---|
| Teachers | Principals, Assistant Principals, Sped. Supervisors | Virtual Lesson Design: Cooperative Learning Using Seesaw<br><br>**Course Description:** In-depth presentation of cooperative learning strategies to support all learners using Seesaw. | | x | | |
| Teachers | Principals, Assistant Principals, Sped. Supervisors | Virtual Lesson Design: Individual Projects and Discourse in Multiple Settings<br><br>**Course Description:** In-depth presentation of virtual lesson design to enhance individual projects and student discourse for all learners. | | x | | |
| Teachers/ Paras | Principals, Assistant Principals, Sped. Supervisors | Virtual Lesson Design: One-to-One Academic Support<br><br>**Course Description:** This session provides suggestions and resources for interpreting services, options for optimizing virtual office hours, accessing support staff. | | x | | |
| Teachers | Principals, Assistant Principals, Sped. Supervisors | Virtual Lesson Design: Formative Assessments<br><br>**Course Description:** This session will review the basics of formative assessment and resources that are currently available with embedded formative assessment resources. | | x | | |

(V.7.10.2020)

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|---|---|---|---|---|---|---|
| Principals, Assistant Principals, Sped. Supervisors | | Virtual Lesson Design: Feedback for Teachers, Students, and Families<br><br>**Course Description:** This session will cover best practices of feedback when providing feedback to students and families. Ideas on frequency and delivery methods. | | x | | |
| Principals, Assistant Principals, Sped. Supervisors | | Virtual Lesson Design: Accessibility<br><br>**Course Description:** This session will provide teacher strategies on working from home or from a school building. Information will be provided on how to assess technology needs, resources/materials, etc., and how to manage households with multiple students so that all students have online time with their teachers. | x | | | |
| Principals, Assistant Principals, Sped. Supervisors | | Virtual Lesson Design: Teacher Support<br><br>**Course Description:** These sessions provide teachers with the opportunity to work together for collaborative lesson planning, grade-level planning, or professional learning as needed. | | x | | |
| Teachers Principals, Assistant Principals, Sped. Supervisors | | Universal Screening in a Virtual Format<br><br>**Course Description:** These sessions will provide teachers with the skills necessary to administer universal screening assessments to students in a virtual setting. Information on reliability and validity and use of data will be discussed. This course will be repeated for each assessment prior to the testing windows. | | x | | |

(V.7.10.2020)

| Audience | | Course | | | | | |
|---|---|---|---|---|---|---|---|
| Teachers Principals, Assistant Principals, Sped. Supervisors | | Universal Screening in a Virtual Format<br><br>**Course Description:** These sessions will provide teachers with the skills necessary to administer universal screening assessments to students in a virtual setting. Information on reliability and validity and use of data will be discussed. This course will be repeated for each assessment prior to the testing windows. | | X | | | |
| Teachers, Paras, Principals, Assistant Principals, Counselors, Sped. Supervisors | | Master Scheduling Plan: K-5 and K-8<br><br>**Course Description:** This session will review the 2020-21 school schedule for elementary schools. | X | | | | |
| Middle and High School Principals, Assistant Principals, Sped. Supervisors, Counselors | | Master Scheduling Plan: Traditional Middle Schools and High Schools<br>**Course Description:** This session will review the 2020-21 school schedule for traditional middle schools and high schools. | X | | | | |
| Principals, Assistant Principals, Before/After-School Coordinators | Sped. Supervisors | Before and After-School Programming and Extracurricular Activities<br><br>**Course Description:** This session will present opportunities for students participating in before- and after-school programs. | X | | | | |
| Teachers, Principals, Assistant Principals, Sped. Supervisors | | How to Maximize the Role of Paras and Assistants in the Virtual Learning Environment<br><br>**Course Description:** This session will help teachers learn appropriate ways to use support staff within the virtual learning environment. | X | | | | |

(V.7.10.2020)

| Family Learning Sessions | | | Prior to Start of School | 30 Days | 60 Days | 90 Days |
|---|---|---|---|---|---|---|
| Families | | Stakeholder Expectations: K3, K4, K5<br><br>**Course Description:** This session will review the expectations for virtual instruction, including lessons, inclusion of literacy and math skills, story time, and small-group instructions. | | **x** | | |
| Families | | Stakeholder Expectations: Grades 1 and 2<br><br>**Course Description:** This session will review the expectations for virtual instruction, including lessons, inclusion of literacy and math skills, independent reading, and small-group virtual activities. | | **x** | | |
| Families | | Stakeholder Expectations: Grades 3-5<br><br>**Course Description:** This session will review the expectations for virtual instruction, including lessons, inclusion of literacy and math skills, independent reading, and small-group virtual activities | | **x** | | |
| Families | | Stakeholder Expectations: Grades 6-8<br><br>**Course Description:** This session will review the expectations for virtual instruction including lessons, inclusion of literacy and math skills, independent reading, and small-group virtual activities. | | **x** | | |

(V.7.10.2020)

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|---|---|---|---|---|---|---|
| Families | | Stakeholder Expectations: Grades 9-12<br><br>**Course Description:** This session will review the expectations for virtual instruction, including lessons, inclusion of literacy and math skills, independent reading, and small-group virtual activities. | | x | | |
| Families | | Chromebook Guidance for Families<br><br>**Course Description:** This course will provide guided support to users on the basic functions of Chromebook. Participants will become familiar with the operating system, apps, and features and how they are used for student learning. | x | | | |
| Families | Students | Family Tutorial: Navigating *Learning Platform*<br><br>**Course Description:** This tutorial will show families how to navigate the learning platform of choice. It will show how to view assignments as well as grades/feedback from the teacher. Video is translated into multiple languages. | x | | | |
| Families | Students | Family Tutorial: Accessing *Virtual Meeting Platform*<br><br>**Course Description:** This tutorial will show families how to access the virtual meeting platform of choice. It will show them how to do basic tasks such as muting, turning off the camera, and writing in the chat box. Video is translated into multiple languages. | x | | | |

(V.7.10.2020)

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|---|---|---|---|---|---|---|
| Families | Students | Family Tutorial: *Communication Platform of Choice*<br><br>**Course Description:** This tutorial will show families how to set up the communication platform of choice on their device so they receive communications from their child's school/teacher. Video is translated into multiple languages. | **x** | | | |
| Families | Students | Family Tutorial: Accessing Resources in the Clever/Student Toolbox<br><br>**Course Description:** This video will show families where to access resources on the Clever/Student Toolbox that have been tailored to individual students. The video is translated into multiple languages. NOTE: There is already a video on the Family Resources page. However, it has not been translated and does not include the new resources components. | **x** | | | |
| | | CDC Guidelines and City Ordinances<br><br>**Course Description:** This course will provide participants with an overview of the guidelines that schools will follow in accordance with the guidance set forth by the Centers for Disease Control and Prevention and the City of Milwaukee Health Department. | **x** | | | |

(V.7.10.2020)

| Health, Safety, and School Operations Protocols | | | Prior to Start of School | 30 Days | 60 Days | 90 Days |
|---|---|---|---|---|---|---|
| ALL MPS STAFF | | Distancing Guidelines<br><br>1. CDC guidelines<br>   a. Classroom capacity<br>   b. Desk formation<br>   c. Breakfast/lunchroom capacity<br>2. When to social distance and what will it look like for:<br>   a. Classrooms<br>   b. Lockers/coat rooms<br>   c. Room transition<br>   d. Restrooms<br>   e. Recess<br>   f. Bus time<br>   g. After-school events<br>3. Building emergency situations<br>   a. Fire drills<br>   b. Tornado drills<br>   c. Other emergency drills<br><br>**Course Description:** All staff will understand and demonstrate social distancing following both the Centers for Disease Control and Prevention and the City of Milwaukee Health Department guidelines while in a school setting. Participants will also learn how to engage in social distancing during emergency situations to the best of their abilities. | x | | | |

(V.7.10.2020)

| ALL MPS STAFF | | Masks and Face Coverings<br>    1. How to wear a face mask<br>    2. When to wear a face mask<br>    3. Why we wear face masks<br>       —requirements from city ordinance<br>    4. Accommodations for children with special needs<br>    5. Visitor protocols<br>    6. Medical exemptions<br>    7. What happens when someone won't wear a mask<br><br>**Course Description:** All staff will learn how to properly put on and take off a face mask. Staff will learn how to properly clean and maintain a face mask. Participants will know when accommodations or exceptions are appropriate for using or not using face masks. | **x** | | | |
| Engineering, Library, Textbook Coordinators, School Technicians, School Safety, Nutrition Staff | | Cleaning and Disinfecting—Engineering/Nutrition Staff<br>    a. Cleaning for technology devices<br>    b. Protocols for checking out and returning library books and textbooks<br>    c. Protocols for sharing classroom sets of textbooks, novels, and manipulatives<br>    d. Proper use of hand sanitizer<br><br>**Course Description:** Participants will learn which cleaners and disinfectants are effective in minimizing the effects of the COVID-19 virus. Staff will learn how to properly use cleaners and disinfectants on a variety of surfaces to minimize the effects of the COVID-19 virus. | **x** | | | |

(V.7.10.2020)

| | | | | | | |
|---|---|---|---|---|---|---|
| Principals, Assistant Principals, Sped. Supervisors, Library, Textbook Coordinators, School Technicians, School Staff | | Cleaning and Disinfecting—School Staff<br>  a. Classroom disinfecting<br>  b. Common-area disinfecting<br>  c. Protocols for checking out and returning library books and textbooks<br>  d. Protocols for sharing classroom sets of textbooks, novels, and manipulatives<br>  e. Proper use of hand sanitizer<br>  f. Makerspace resources and manipulatives<br>  g. Protocol for support staff (SSW, psych, counselor) when meeting with students/families<br><br>**Course Description:** Principals and school staff members will learn which cleaners and disinfectants are effective in minimizing the effects of the COVID-19 virus. Staff will learn how to properly use cleaners and disinfectants on a variety of surfaces (textbooks, library books, Chromebooks, etc.) to minimize the effects of the COVID-19 virus. Principals and staff members will learn which sanitizers are appropriate to use in a school and when they should be used. | **x** | | | |
| ALL MPS STAFF | | Hygiene Policies and Procedures<br>  a. Best practices for mitigating coughs<br>  b. Daily routine procedures with students and staff (i.e., restroom, playground, busing transition procedures)<br>  c. Proper hand washing/hand sanitizing<br><br>**Course Description:** All MPS staff will learn proper hygiene practices and techniques (i.e., handwashing, mitigating coughing and sneezing, daily activity routines/transitions, etc.) to minimize the effects of the COVID-19 virus. | **x** | | | |

(V.7.10.2020)

| ALL MPS STAFF | | Identifying and Handling Symptomatic Individuals<br><br>   a. Recognizing symptoms of COVID-19 virus/triage<br>   b. Personal protection equipment (PPE) and proper usage<br>   c. School resources needed (i.e., one thermometer per 100 students, etc.)<br>   d. Extracurricular activities policy<br>   e. Signs and communication in buildings<br><br>**Course Description:** All MPS staff will learn how to identify individuals who may be symptomatic with the COVID-19 virus. Individuals will learn the procedures for handling symptomatic individuals appropriately to contain the effects of the virus. | x | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Classroom and Schoolwide Supports** | | | **Prior to Start of School** | **30 Days** | **60 Days** | **90 Days** |
| Principals, Assistant Principals, Sped. Supervisors, and Staff | Paras | Universal Supports for Staff in Different Settings<br><br>   a. Create predictability<br>   b. Establish community<br>   c. Process emotions<br>   d. Identify vulnerable staff<br>**Course Description:** Principals and district administrators will consider the needs of staff returning to school during a pandemic and racial unrest. Supports for these needs will be considered through the lens of implementing universal supports for all staff and targeted supports as needed. | x | | | |

(V.7.10.2020)

| | | | | x | | |
|---|---|---|---|---|---|---|
| Principals, Assistant Principals, Sped. Supervisors, and Staff | | Universal Supports: Standard of Care in Different Instructional Settings<br><br>a. Establishing a system of support<br>b. Student virtual contact form<br>c. Tier 1 instruction<br>d. Safe and supportive environments<br><br>**Course Description:** This course is an introduction to the standard of care for ensuring student engagement in virtual learning. | | x | | |
| Principals, Assistant Principals, Sped. Supervisors, and Staff | | Second Step for New Users Virtually<br><br>**Course Description:** This course will provide an introduction to the Second Step curriculum, describe how to teach the curriculum and implement daily practice activities, and review the materials provided in each Second Step kit. | | x | | |
| Principals, Assistant Principals, Sped. Supervisors, and Staff (School Counselors) | | School Counseling Core Curriculum<br><br>**Course Description:** School counselors will review comprehensive curriculum to help students attain desired competencies and knowledge, attitudes, and skills needed. Counselors will learn virtual curriculum and strategies that will be delivered. | x | | | |

(V.7.10.2020)

| Principals, Assistant Principals, Sped. Supervisors, and Staff | | Individual Student Academic and Career Planning (ACP) Virtually<br><br>**Course Description:** Individual student academic and career planning will provide an overview for school counselors and staff regarding ways we will engage students to explore their own interests, values, and skills and begin to establish personal goals to enable them to be successful. This training will also provide the framework for districtwide coordinated, ongoing, and systemic activities at each grade level. | **x** | | | |
|---|---|---|---|---|---|---|
| Principals, Assistant Principals, Sped. Supervisors, and Staff | | Focus on Symptom Reduction and Social-Emotional Skill Building<br><br>**Course Description:** This session reviews Tier 1 practices that support the development of students' mental health and well-being. Learners will engage in training focused on prevention and intervention supports. | | **x** | | |
| Principals, Assistant Principals, Sped. Supervisors, and Staff | | Create Safe and Supportive Environments for Students (Mindfulness Classroom Online)<br><br>**Course Description:** How can school counselors best contribute to students' mental health virtually? Mindfulness can serve as a complementary tool for both academic and social-emotional learning. Counselors will receive support and training on how to create and implement a mindfulness Google Classroom at their school. This training will also give counselors the tools they need to promote their own social-emotional development and personal wellness. | **x** | | | |

(V.7.10.2020)

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|---|---|---|---|---|---|---|
| Teachers, Principals, Assistant Principals, Sped. Supervisors, SSTs | | Tier 2 Intervention: Check-in Check-out in a Virtual Classroom<br><br>**Course Description:** This session will help participants move CICO into a virtual classroom focusing on virtual day-to-day procedures. Small-group work and a focus on symptom reduction and social-emotional skill building. | | **x** | | |
| Teachers | Principals, Assistant Principals, Sped. Supervisors | Tier 2 Intervention: SAIG (Social/Academic Intervention Groups) in a Virtual Classroom<br><br>**Course Description:** This session will help teachers move SAIG into a virtual classroom focusing on virtual day-to-day procedures. Small-group work and a focus on symptom reduction and social-emotional skill building. | | **x** | | |
| Teachers, Psychologists, Social Workers | Principals, Assistant Principals, Sped. Supervisors | Educational Wraparound and RENEW for Virtual Tier 3 Intervention.<br><br>**Course Description:** This session will help teachers move Educational Wraparound and RENEW into a virtual classroom. Participants will learn methods of doing team and student meetings, virtual one-to-one counseling, symptom reduction, and social-emotional skill building as well as community involvement and/or outside supports. | **x** | | | |
| Teachers, Psychologists, Social Workers | | Referral Pathways in a Virtual Setting<br>**Course Description:** This session will review screening checklists/talking points for staff to utilize to help families when needs arise. The Pupil Services online referral process will be demonstrated so that teachers and/or staff will be able to refer a student to receive support from Pupil Services staff. Methods of using community mental health referrals will be covered. | | **x** | | |

(V.7.10.2020)

| Audience | | Course | | | | |
|---|---|---|---|---|---|---|
| Principals, Assistant Principals, Sped. Supervisors, BIT members | | Virtual BIT Meetings (This training has been part of SIP retreats.)<br><br>**Course Description:** This session will help school teams to move their BIT Behavior meeting to a virtual format. The BIT meeting template will be reviewed as the guidelines for your session. | **x** | | | |
| Principals, Assistant Principals, Sped. Supervisors, Teachers, Psychologists, Social Workers | | Resources for Families<br><br>**Course Description:** This session will provide a walk-through and discussion on supports available and how to locate these resources, weekly tips, and highlighting needs and issues. Topics will include the following:<br>● Communication from schools about supports available<br>● Social, emotional, and mental health support website<br>● *Mental Fitness News and Tips for Families*<br>● SEL packets to be used at home | | **x** | | |
| Paras, Assistants | | SEL Expectations for Support Staff<br><br>**Course Description:** This session provides an overview of expectations on the delivery of social and emotional learning and school supports. This session is geared to support staff as they work with students under the direction of other staff. | **x** | | | |
| Principals, Assistant Principals, Sped. Supervisors, Teachers, Psychologists, Social Workers | | Communication about Social, Emotional, and Mental Health Supports<br><br>**Course Description:** This session will focus on how to communicate support available to students in your classroom/school. | | **x** | | |

(V.7.10.2020)

| | | | | | | |
|---|---|---|---|---|---|---|
| Principals, Assistant Principals, Sped. Supervisors, District Administrators | | Staff Wellness in a Virtual World<br><br>**Course Description:** Taking care of yourself and other adults is critical in our new virtual world. This session will provide strategies to connect with your staff and monitor their wellness. Resources available will also be discussed. | **x** | | | |
| Principals, Assistant Principals, Sped. Supervisors and Staff CHAs, Paras | | Accessing the Google Platform to Assist Special Education Students Virtually<br><br>**Course Description:** Training for paraprofessionals, CHAs, and teachers to direct/connect paras on how to support students in a virtual environment (SEL, IEP goals, reading strategies, phone calls home); maximize all staff to support students during virtual small-group learning. | **x** | | | |
| Principals, Assistant Principals, Sped. Supervisors, and Staff | | Meeting IEP Goals in a Virtual Environment<br><br>**Course Description:** Training for teachers and special education staff to deliver engaging lessons for the students on their caseloads. Included should be a focus on how to develop ways for students to provide evidence of learning (i.e., video, web page) that engages them. | **x** | | | |
| Principals, Assistant Principals, Sped. Supervisors, Staff, and Families | | Assistive Technology<br><br>**Course Description:** There are a number of programs and apps available through the district in the area of assistive technology. Staff who work with special education students must have working knowledge of how to use those programs to meet the needs of their students. | **x** | | | |

(V.7.10.2020)

[Virtual Learning Skills Self-Assessment Form](#)

If you already are comfortable with these skills, you are ready to set up your virtual workspace.

## Virtual Teaching Skills Self-Assessment

Teaching remotely requires various technology literacy skills. Use this form to self-assess your virtual teaching skills. If you are comfortable with these skills, you are ready to set up your virtual workspace.

* Required

1. Email address *

   _____

2. First Name *

   _____

3. Last Name *

   _____

### Virtual Learning Technology Skills

4. I am confident in my ability to create a Google Doc. *

   Mark only one oval.

   ⬭ Yes

   ⬭ No

5. I am confident in my ability to add and edit tables in Google Docs. *

   Mark only one oval.

   ⬭ Yes

   ⬭ No

6. I am confident in my ability to share files from Google Drive. *

   *Mark only one oval.*

   ◯ Yes

   ◯ No

7. I am confident in my ability to translate documents or write in a different language. *

   *Mark only one oval.*

   ◯ Yes

   ◯ No

8. I am confident in my ability to use Google Drive files offline. *

   *Mark only one oval.*

   ◯ Yes

   ◯ No

9. I am confident in my ability to create Google Classrooms. *

   *Mark only one oval.*

   ◯ Yes

   ◯ No

10. I am confident in my ability to create & grade quizzes with Google Forms. *

    *Mark only one oval.*

    ◯ Yes

    ◯ No

(V.7.10.2020)

11. I am confident in my ability to add people to a video meeting. *

Mark only one oval.

◯ Yes

◯ No

12. I am confident in my ability to use captions in a video meeting. *

Mark only one oval.

◯ Yes

◯ No

13. I am confident in my ability to present during a video meeting. *

Mark only one oval.

◯ Yes

◯ No

14. I am confident in my ability to record a video meeting. *

Mark only one oval.

◯ Yes

◯ No

15. I am confident in my ability to use Remind to share links and files with families. *

Mark only one oval.

◯ Yes

◯ No

(V.7.10.2020)

16. I am confident in my ability to make voice calls using Remind. (Note: Only schools on the Remind Plan, which is the paid version, can make voice calls using Remind.) *

*Mark only one oval.*

◯ Yes

◯ No

17. I am confident in my ability to set up Teacher Pages in the Student Toolbox (Clever). *

*Mark only one oval.*

◯ Yes

◯ No

### Virtual Learning Best Practices

18. I am confident in my ability to use and teach students to use Read & Write for Google and other accessibility tools. *

*Mark only one oval.*

◯ Yes

◯ No

19. I am confident in my ability to create self-paced lessons using Pear Deck. *

*Mark only one oval.*

◯ Yes

◯ No

20. I am confident in my ability to use a variety of formative assessments during remote learning. *

*Mark only one oval.*

◯ Yes

◯ No

21. I am confident in my ability to encourage discussions in remote learning. *

*Mark only one oval.*

◯ Yes

◯ No

(V.7.10.2020)

# COVID-19

# Return-To-Play Game Plan

Milwaukee Public Schools
Interscholastic Athletics

**Presented by:**
**Bobbie N. Kelsey, Commissioner of Athletics & Academics**
**Matt Goodwin, Interscholastic Athletics Manager**

# Table of Contents

# Preface

The Milwaukee Public School District City Conference Interscholastic Athletics programs will adhere to all Federal, State, Local, MPS School Board, Wisconsin Interscholastic Athletics Association, and Milwaukee County Health Department guidelines as it pertains to returning to play for all sports.

The following plan has been created in accordance with guidelines from the CDC, Milwaukee County Health Department and the MPS School Board and mandates for safely returning to play during the COVID-19 pandemic. All criteria herein must be strictly followed for any MPS Athletics program that chooses to participate in the WIAA allowed 5 Summer Contact Day activities as well as a blueprint for sports starting in Fall 2020.

The COVID-19 pandemic has created unprecedented health concerns within the sports landscape and will pose considerable challenges in providing a safe, competitive environment for our athletic programs going forward. With safety and preventative measures in mind, this document will provide COVID-19 program operation and safety measures as well as sport specific guidelines.

During this unprecedented time, it is also important to utilize all resources available to mitigate risk and ensure the safest possible environment for participation. Although the WIAA provides valuable and pertinent for leadership for Wisconsin HS athletic programs, guidance will be included from other sources such as those from the Center of Disease Control (CDC), the Wisconsin County Health Department (WCHD), the Wisconsin Interscholastic Athletics Association (WIAA), and the Milwaukee Public School District (MPS) Interscholastic Athletics office and is designed to help ensure the MPS City Conference develops practical safety procedures best suited for the community we serve.

Additional information will be provided to our MPS Athletic programs as it becomes available. All information in this "living" document is subject to updates based on the changing conditions relative to COVID-19.

Please read the entire document and reach out to the Interscholastic Athletics office with additional questions or concerns.

# Introduction

The virus that causes COVID-19 can infect people of all ages.  Research from the CDC, among others, has found that younger, school aged children and young adults are contracting the virus are higher rates than first reported.  And although some severe outcomes have been reported in children, a child with mild or even asymptomatic case of COVID-19 can spread the infection to others who may be far more vulnerable.  While it is not possible to eliminate all risk of furthering the spread of COVID-19, the current science and data suggests there are many steps schools can take to reduce the risks to student-athletes, coaches, staff, and their families significantly.

Because of the nature of the spread of COVID-19, especially to persons with pre-existing conditions or older adults 65 or older, it is imperative participants in our athletic program activities observe practices that protect everyone they come into contact with outside the sporting environment.  The specified practices and protocols presented in this document should be rigorously followed to facilitate a safe and measured return-to-play reopening.

For all future workouts, practices, and competitions, social distancing and other preventative measures should be considered the "new normal" until there is a cure, vaccine, or effective treatment readily available, or so-called "herd immunity" is confidently reached.

Other considerations that should be noted is the nature of the outbreak and how it impacts certain communities within the state of Wisconsin.  There may be inequities due to geography and other local factors that contribute to some areas having an elevated risk level that may not warrant full athletic participation while another region may have a lower risk level allowing for full participation.  Risk levels will be determined in accordance with local health department guidelines based on current conditions.

This fact makes it unlikely that all student-athletes will be able to return-to-play and sustain athletic activities in all schools/communities at the same time.  However, the overarching goal is to allow students to participate in scholastic athletics and activities in any and all situations where it can be done safely.

Summer participation (starting July 1, 2020) in workouts/training sessions is voluntary and may not be used toward team or program selection.

# COVID-19 Guidelines

**These guidelines, as set forth by the CDC, should be followed at all times.  For more information and tips, please visit:** https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html

## KNOW HOW IT SPREADS
There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
**The best way to prevent illness is to avoid being exposed to this virus.**
The virus is thought to spread mainly from person-to-person.

## WASH YOUR HANDS OFTEN
Wash your hands often with soap and water for at least 20 seconds
If soap and water are not readily available, **use a hand sanitizer that contains at least 60% alcohol**.
**Avoid touching your eyes, nose, and mouth** with unwashed hands.

## COVER YOUR MOUTH AND NOSE WITH A CLOTH FACE COVER
The cloth face cover is meant to protect other people in case you are infected.
Continue to keep about 6 feet between yourself and others.
The cloth face cover is not a substitute for social distancing.

## AVOID CLOSE CONTACT
**Inside your home:** Avoid close contact with people who are sick**.**
**Outside your home:** Put 6 feet of distance between yourself and people who don't live in your household.

## COVER COUGHS AND SNEEZES
**Always cover your mouth and nose** with a tissue when you cough or sneeze or use the inside of your elbow and do not spit.
Immediately **wash your hands** with soap and water for at least 20 seconds.

## CLEAN AND DISINFECT
**Clean AND disinfect frequently touched surfaces** daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.

## MONITOR YOUR HEALTH DAILY
**Be alert for symptoms.** Watch for fever, cough, shortness of breath, or other symptoms **of COVID-19.**
**Take your temperature** if symptoms develop.
Follow CDC guidance if symptoms develop.

# Essential Components of the Plan

1. If it is determined that a season (Summer, Fall, Winter, Spring) can be safely conducted, it will be the responsibility of the member school to provide proper administrative supervision (not the coach) at activities/contests to assure compliance with these guidelines. Institutional control and oversight will be mandated and required in compliance with all mandates from the Interscholastic Athletics office.

2. All coaches and student-athletes will be screened for signs/symptoms of COVID-19 prior to each workout. Screening will include a temperature check. Temperature readers will be provided by the Interscholastic Athletics office.

3. Each MPS athletic program will have a single point of contact responsible for responding to COVID-19 concerns. All coaches, staff, and families should know who this person is and how to contact them.

4. Any person with positive symptoms reported will not be allowed to participate in any future workouts, practices, or contests and should immediately contact his/her primary care provider or other appropriate health care professional. Written clearance from a qualified health professional is required to return to activity.

5. Locker rooms will not be utilized until deemed safe to do so. Student-athletes should report to workouts in proper gear and immediately return home to shower, clean clothes, and equipment at the conclusion of the workout.

6. Social distancing should be practiced at all times before, during, and after workouts especially when players are not actively participating in practice or competition. Attention should be given to maintaining social distancing by increasing space between players on the sideline, dugout, or bench.

7. Hand sanitizer (at least 60% alcohol) should be plentiful and available to individuals as they transfer from place to place.

8. All student-athletes should bring their own water bottles. The Interscholastic Athletics office will also provide water bottles to each athletic program if needed. Water bottles must not be shared. Hydration stations (water cows, water trough, water fountains, bubblers, etc.) will not be utilized.

9. Athletic equipment should not be shared (towels, clothing, shoes, or sport specific equipment) between student-athletes, coaches, or staff.

10. A "one-in-one-out" restroom policy, where only one individual is permitted within the restroom at one time, should be implemented to ensure adequate distancing in the confined restroom space.

11. All athletic equipment, including balls, should be cleaned before, intermittently during, and after workouts/practice.

12. Adequate cleaning and disinfection schedules should be created by each athletic program and implemented for all athletic facilities to mitigate spread of any communicable diseases.

13. If summer workouts are approved, they will be conducted in "pods" of students with the same 5-10 student-athletes always working out together. The coach can work with different groups but the players should move together in a "herd" mentality.  This ensures more limited exposure if someone develops any symptoms/sickness.

# Preparing for Return-To-Play

Coach/Staff Training

- Coaches and staff will need to be trained specifically on the safety protocols and practices outlined in this document to ensure all is being done to safely return to play.

- All coaching and event staff members will be required to wear face coverings to decrease potential exposure of respiratory droplets associated with the spread of COVID-19.  As state and local COVID-19 prevalence decreases, the need for strict social distancing and the use of face coverings may decrease however, until that time face coverings will be required.

Attendance at workouts, practices, and competitions

- Non-essential visitors, spectators, volunteers, and activities involving external groups or organizations will be determined as updates on school year are provided.

- Any groups attending competitions will be grouped into tiers from essential to non-essential to determine which tiers will be allowed at an event:
    1. Tier 1 (Essential): Athletes, coaches, officials, event staff, training staff, security personnel
    2. Tier 2 (Preferred): Media
    3. Tier 3 (Non-essential): Spectators, vendors
        - Only Tier 1 and 2 personnel will be allowed to attend events until state/local health departments lift restrictions on mass gatherings
        - All Tiers should have temperature checks at home before attending practices or games.  If a spectator has a temperature of 100.4, they should not attend competitions

- Travel outside the local community increases the chances of exposing student-athletes, coaches, and fans to COVID-19, or unknowingly spreading it to others.  This is the case particularly if a team from an area with high levels of COVID-19 competes against a team from an

area with low levels of the virus.  All travel concerns will be discussed and approved appropriately.

**Procedures for student-athletes and coaching staff who are sick at school**

- Protocols and procedures will be established to ensure student-athletes and coaching staff members who become sick at school or arrive at school sick are sent home as soon as possible

- Keep sick student-athletes and coaching staff members, particularly those with symptoms of respiratory illness, separate from well student-athletes and coaching staff members until they can depart the facility. Isolation areas should be established where these individuals can wait away from others who are not exhibiting illness until they depart the facility.

- School are not responsible for testing for COVID-19 but will screen for symptoms of COVID-19.

- Vulnerable or those with higher risk of severe illness such asthma, diabetes, heart disorders, or other health problems should be assessed for participation by parents or coaches on an individual level.

**Student-athletes Guidelines**

- Student-athletes should bring individual hand sanitizer if possible

- Student-athletes should bring their own towel for personal use & to wipe down their personal equipment

- Coaches will take daily attendance along with COCID-19 health screenings

- Student-athletes upon arrival will be required to place their bags 6ft apart from other bags

- Student-athletes will use their own equipment when possible

- Student-athletes are required to bring their own water bottle to practice

- Student-athletes should share any pre-existing health concerns with training or coaching staff as part of the COVID-19 screening process

- Student-athletes are required to sanitize their equipment before & after practice

- Signage will be displayed to instruct COVID-19 habits for student-athletes

- Coaches & staff will sanitize equipment & any hard surfaces after each practice to include field grooming equipment, balls, & protective equipment

- Social distancing will be practiced as the risk level mandates

Acclimatization/Deconditioned/Hydration

- Current pre-season conditioning and acclimatization models assume that athletes have deconditioned due to the current pandemic. Most student-athletes have had substantial inactivity and less physical fitness over the last several months. Acclimatization practices should be utilized to bring student-athletes to expected levels of fitness.

- Per WIAA Heat Acclimatization guidelines, all athletic programs should have a heat acclimatization program. That program should include the following:

  1) a slow progression in activity level- duration and intensity
  2) adjusting workouts as heat and humidity increase, including close monitoring and a prompt response to developing problems
  3) proper hydration (all student-athletes should bring their OWN water bottle)

Transportation

- Social distancing requirements must be considered when scheduling workouts, practices, and competitions and events for the Fall 2020 school start. Social distancing (as required by the Milwaukee County Health Department) will need to be maintained on buses/vans. Thus, multiple buses/vans and/or parental/guardian transportation will likely be needed. Any transportation plan will mirror the return-to-school plan.

Ticketing Sales/Game Attendance

- Spectators and fans will be asked to purchase all tickets through our online purchasing platform, Ticket Spicket. All ticket sales will be based upon approved spectator number guidelines provided by the Milwaukee County Health Department and recommendations from the WIAA. Social distancing will be enforced no matter how many spectators are in attendance. No paper tickets will be sold.

- Future contests starting Fall 2020 may be streamed online to offset COVID-19 limitations on gatherings. Online streaming would require additional technology at each athletic facility but would allow for viewing the contest without physically attending the contest.

Athletic Training Services

Athletic trainers working with our athletic programs are positioned to play a vital role as sports return following this pandemic. As health-care professionals, they can take lead roles in developing and implementing infection control policy throughout our City Conference.

We encourage all athletic programs to allow our athletic training staff to maintain and/or create COVID-19 safety protocols and procedure plans to help mitigate safety concerns as we return-to-play. All training personnel should be familiar with COVID-19 guidelines to improve safety.

# Assessing Risk

While we believe the physical and mental well-being of student-athletes to return to organized physical activity and build team relationships with their peers and coaches is extremely important, each MPS City Conference athletic program will only operate with the approval of the Milwaukee Public School District Board along with following the pandemic guidelines provided by National, state, and local organizations, the Center for Disease Control and the WIAA.

The way sports are played, and the way equipment is shared can influence the spread of COVID-19 among student-athletes.  Therefore, when assessing the risk of the spread in sports the following areas will be considered:

- Focus on individual skill development and strength/conditioning until decision for upcoming return-to-school plan is determined
- Limitations on Gatherings (group/pod restrictions)
- Safety Measures (face coverings/social distancing)
- Screening of all participants and staff (pre/post workout)
- Scheduling of strength/conditioning and sport-based activities
- Athletic Coaches and Staff Guidelines
- Student-Athlete Guidelines for Participation
- Facilities Cleaning and Disinfection Plans
- Physical Activity and Athletic Equipment Guidelines
- Hydration Recommendations
- Reporting Procedures of Known Diagnosis of COVID-19 Cases

Consultation with the Milwaukee County Health Department as well as following the guidelines from the CDC and recommendations from the WIAA will continue to guide best practices and safety protocols.

# Risk Levels

Risk Levels are in accordance with guidelines published by the CDC available at https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html.

There are a number of actions we will take to help lower the risk of COVID-19 exposure and reduce the spread during competition and practice. The more student-athletes or coaches interact, the closer the physical interaction, the more sharing of equipment there is by multiple players, and the longer that interaction, the higher the risk of COVID-19 spread. Therefore, risk of COVID-19 spread can be different, depending on the type of activity. The risk of COVID-19 spread increases in sports settings are as follows:

- **Lowest Risk**: Performing skill-building drills or conditioning at home, alone or with family members.
- **Low Risk**: Team-based practice.
- **Moderate Risk**: Within-team competition.
- **High Risk**: Full competition between teams from the same local geographic area.
- **Highest Risk**: Full competition between teams from different geographic areas.

If we are not able to keep in place safety measures during competition (for example, maintaining social distancing by keeping children six feet apart at all times), we may consider dropping down a level and limiting participation to within-team competition only (for example, scrimmages between members of the same team) or team-based practices only.  Similarly, if we are unable to put in place safety measures during team-based activities, we may choose individual or at-home activities, especially if any student-athletes, coaching, and/or event staff are at high-risk for severe illness.

These Risk Levels will guide our return-to-play game plan protocols with the understanding that not all areas are using the same criteria, and what is allowable during specific Risk Levels will vary from area to area.  Some counties and regions may begin at the High Risk Level while others might begin at a different Risk Level.  In addition, some counties and regions may advance to the next Risk Level or return to previous Risk Levels based on changes in local conditions.

The potential Infection Risk by sport is as follows:

**Highest/High Risk Level**: Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.

Examples: Football, Wrestling, Boys Lacrosse, Rugby, Competitive Cheer/Dance

**Moderate Risk Level**: Sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that cannot be cleaned between participants.

Examples: Basketball, Volleyball*, Baseball*, Softball*, Soccer, Gymnastics* (if equipment cannot be sufficiently cleaned between competitions), Ice Hockey, Field Hockey, Tennis*, Swimming Relays, Pole Vault*, High Jump*, Long Jump*, 7-on-7 Football

*Could potentially be considered "Low Risk" with appropriate cleaning of equipment and use of masks by participants

**Low/Lowest Risk Levels**: Sports that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors

Examples: Individual Running Events, Throwing Events (shot put, discus), Individual Swimming, Golf, Weightlifting, Sideline Cheer, Cross Country (with staggered starts)

# Sport Procedures and Protocols

The following information outlines COVID-19 specific health guidelines using the Highest/High Risk Level as the measuring point for sports participation.

As the Risk Level decreases these guidelines will naturally become less stringent allowing for less social distancing and use of face coverings, cleaning measures, and other safety guidelines related to COVID-19.

## LIMITATIONS ON GATHERING

- Groups or pods are restricted to 10 people or less at a time (inside or outside).

  - Inside spaces must provide for social distancing within the group or pod. If multiple groups or pods are utilized within a building, they must be separated by walls, a solid curtain, or other impermeable barrier.

  - Outside spaces must provide for social distancing within the group or pod. If multiple groups or pods are utilized outside, they must be kept separate with as much distance between groups or pods as the setting allows.

- Locker rooms should not be utilized during the High Risk Level. Students should report to workouts in proper gear and immediately return home to shower, clean clothes and equipment at the end of every workout.

- Workouts should be conducted in "pods" of students with the same 5-10 students always working out together. There should be no interaction or mixing of students or coaches between the pods. Best practice is that the pods remain with the same students throughout the High Risk Level. Smaller pods can be utilized for weight training. This ensures more limited exposure if someone develops an infection.

- There must be a minimum distance of 6 feet between each individual at all times. If this is not possible indoors, then the maximum number of individuals in the room must be decreased until proper social distancing can occur. Consider using cones, tape, or paint as a guide for students and coaches.

IF YOU HAVE SYMPTOMS, STAY HOME AND CONTACT YOUR MEDICAL PROVIDER.

## SAFETY MEASURES

- Reduced participants and capacity.

- Entry screening.

- Entry/Exit control eliminating cross-traffic, lingering and gatherings.

- Route mapping to eliminate usage of common and public areas adjacent to permitted areas.

- Only current MPS City Conference Coaching Staff Members and Student-Athletes allowed.  No spectators or visitors will be allowed in the facilities until otherwise stated.

- All COVID Guidelines should be continually addressed and followed.

- Use of our drinking fountains will not be allowed.

- Scheduling and Appointment based activities/workouts will be utilized.

- Additional cleaning and sanitizing protocols in place.

- Personal belonging drop zones will be clearly identified and spaced appropriately.

- One clearly identified restroom will be designated for use of participants.


IF YOU HAVE SYMPTOMS, STAY HOME AND CONTACT YOUR MEDICAL PROVIDER.

# PRE-PARTICIPATION SCREENING

All staff and student-athletes participating in any MPS City Conference athletics supported activities/workouts will be screened for possible illness. Temperature checks will be part of the screening process. The screening procedure will be documented and consist of the following questions:

Have you had any close contact with a confirmed case of COVID-19?
Do you have new or worsening shortness of breath?
Do you have new or worsening cough?
Do you have a fever of 100.4 or greater?
Do you have a sore throat?
Do you have a new loss of taste or smell?

**If YES to ANY of the above questions, the staff member or student-athlete should seek guidance from their medical provider. The person MUST exit the building.**

**IF YOU HAVE SYMPTOMS, STAY HOME AND CONTACT YOUR MEDICAL PROVIDER.**

# SCHEDULING

- Strength and Conditioning Activities
  - On the Hour
  - Screening will begin at 10 minutes to the Hour (Example: 8:00 AM Workout, Screening will begin at 7:50 AM)
  - Sanitization will take place during workouts by athletes, coaches and school personnel. The weight room will be cleaned before, periodically during, and thoroughly after each workout group is completed in anticipation of the next group usage.

- Sport Based Activities
  - All activity dates (contact days, open gyms, etc.) MUST be scheduled with the Athletic Director as well as scheduled on the Facilities Schedule with the Interscholastic Athletics office to ensure proper cleaning and sanitation documentation.

**IF YOU HAVE SYMPTOMS, STAY HOME AND CONTACT YOUR MEDICAL PROVIDER.**

## ATHLETIC COACHES AND STAFF

• **Follow the COVID Guidelines at all times.** (Mandatory covered in entirety, with all Athletes on First Day).

- **WASH HANDS or use hand sanitizer upon entering and exiting all activities/workouts.**
- **COVER your mouth and nose with a cloth face cover when around others**
- **AVOID CLOSE CONTACT - Maintain at least 6' distance between yourself and other people**
- **COVER coughs and sneezes**
- **CLEAN AND DISINFECT frequently touched surfaces**

• **Arrive dressed to train and participate.**

• **Will be screened upon entry.**

• **Follow entry and exit procedures to all activities/workouts.**

• **Only attend your scheduled activity/workout.**

• **Always adhere to the participant and capacity limitations.**

• **Conduct a thorough post-session cleaning and disinfecting prior to the start of any new training sessions.**

• **No weight room access outside of scheduled operating hours.**

• **ALL are encouraged to wear a cloth face covering. CDC Face Covering Guide (click here)**

**IF YOU HAVE SYMPTOMS, STAY HOME AND CONTACT YOUR MEDICAL PROVIDER.**

# STUDENT-ATHLETES

- Follow the COVID Guidelines at all times.

  - WASH HANDS or use hand sanitizer upon entering and exiting all activities/workouts.
  - COVER your mouth and nose with a cloth face cover when around others
  - AVOID CLOSE CONTACT - Maintain at least 6' distance between yourself and other people
  - COVER coughs and sneezes
  - CLEAN AND DISINFECT frequently touched surfaces

- Remain in vehicle until 5 minutes before scheduled activity/workout.

- Arrive dressed to train and participate.

- Will be screened upon entry.

- Follow entry and exit procedures to all activities/workouts.

- Exit immediately after your activity/workout.

- Only attend your scheduled activity/workout.

**IF YOU HAVE SYMPTOMS, STAY HOME AND CONTACT YOUR MEDICAL PROVIDER.**

# CLEANING

- Pre-Occupancy Clean

  - Wipe and Disinfect all high touch areas
    *Light Switch, Door Handles, Faucets, Toilets
  - Wipe and Disinfect all Equipment
  - Sanitize and Clean Flooring Surface

- In-Session Clean

  - Provide spray bottles of disinfectant, gloves, and cleaning cloths for coaching staff and student-athletes to use for disinfection of equipment

- Sanitization Period
  - 10-minute period at the end of a workout and prior to the next workout beginning
  - Wipe and Disinfect all Equipment
    *Door Handles, Light Switch
  - Wipe and Disinfect all high touch areas

**IF YOU HAVE SYMPTOMS, STAY HOME AND CONTACT YOUR MEDICAL PROVIDER.**

# PHYSICAL ACTIVITY AND ATHLETIC EQUIPMENT

- There should be no shared athletic equipment (towels, clothing, shoes, or sport specific equipment) between students.

- Students should wear their own workout clothing, and clothing/towels should be washed and cleaned after every workout.

- All athletic equipment, including balls, should be cleaned after each use and prior to the next workout.

- Individual drills requiring the use of athletic equipment can be permissible, but the equipment should be cleaned between use of each individual.

- There should be a focus on resistance training with body weight, sub-maximal lifts, and use of resistance bands.

- Free weight exercises that require a spotter should not be conducted, as they cannot be conducted while observing social distancing.

**IF YOU HAVE SYMPTOMS, STAY HOME AND CONTACT YOUR MEDICAL PROVIDER.**

# HYDRATION

• All students should bring their own water bottle, and water bottles should not be shared.

• Hydration stations (water fountains, water troughs, etc.) should not be used.

• All school drinking fountains (bubblers) will not be available for usage.

The Interscholastic Athletics office will provide water bottles for each athletic program for their student-athletes.  Each student-athlete will be solely responsible for bringing their water bottle to each workout.

**IF YOU HAVE SYMPTOMS, STAY HOME AND CONTACT YOUR MEDICAL PROVIDER.**

## KNOWN DIAGNOSIS OF COVID-19 CASE

- Contact Athletic Director OR designated COVID-19 Contact Administrator immediately.

- Athletic Director OR designated COVID-19 Contact Administrator will contact the Interscholastic Athletics office immediately upon learning of a positive case of COVID-19.

- The Interscholastic Athletics office will contact the Director of Recreation and other senior leadership within MPS as well as the Milwaukee Co. Health Department to confirm positive case and receive guidance.

- The Interscholastic Athletics office will work with the Athletic Director and school administration to determine close contacts and exposures at school.

- The Interscholastic Athletics office will work with the Athletic Director and school administration to provide notifications based on the details of the situation.

- Ensure that individual(s) with symptoms do not return to practice until:

  - They are free of fever (>100.4°F) AND respiratory symptoms (for example, cough, shortness of breath) for at least three days (72 hours) without the use of fever-reducing medicine; AND

  - Ten days have passed since symptoms first appeared.

**IF YOU HAVE SYMPTOMS, STAY HOME AND CONTACT YOUR MEDICAL PROVIDER.**

## Football Specific Guidelines

**HIGH RISK:** SPORTS THAT INVOLVE CLOSE, SUSTAINED CONTACT BETWEEN PARTICIPANTS, LACK OF SIGNIFICANT PROTECTIVE BARRIERS, AND HIGH PROBABILITY THAT RESPIRATORY PARTICLES WILL BE TRANSMITTED BETWEEN PARTICIPANTS.

### HIGH RISK LEVEL

- Pre-workout screening required, including temperature checks
- Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods.  Pods are to remain with the same students throughout the High Risk Level. There must be a minimum of 6 feet between each individual at all times.
- All athletic equipment, including balls, should be cleaned and disinfected after each use and prior to the next workout.
- Individual drills requiring the use of athletic equipment are permissible, but the equipment should be wiped down prior to next use by the next individual.
- A football player should not participate in team drills with a single ball that will be passed to other teammates. Handing the ball off or a center/quarterback exchange would not meet the social distancing guideline.  Contact with other players is not allowed, and there should be no sharing of tackling dummies/donuts/sleds.

### MODERATE RISK LEVEL

- Pre-workout screening required, including temperature checks
- Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods.  Pods are to remain with the same students throughout the Moderate Risk Level. There must be a minimum of 6 feet between each individual at all times.
- All athletic equipment, including balls, should be wiped down thoroughly intermittently during practice.
- A football player can participate in team drills.  Players who sanitize their hands prior to sharing a sanitized ball and equipment are allowed to hand off or pass the sanitized ball to other teammates. Contact with players is not allowed.  There can be sharing of tackling dummies/donuts/sleds.

### LOW RISK LEVEL

- Continue pre-practice screening, including temperature checks
- Modified practices may begin for High risk sports
- Gathering sizes of up to 50 individuals.  When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.
- Shared athletic equipment should be cleaned and disinfected between each use.

### LOWEST RISK LEVEL

- See screening for Low and Lowest Risk Levels
- Regular practices may begin for High risk sports
- Gathering sizes are unlimited.  When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.
- Shared athletic equipment should be cleaned and disinfected between each use.

## Basketball Specific Guidelines

**MODERATE RISK: SPORTS THAT INVOLVE CLOSE, SUSTAINED CONTACT, BUT WITH PROTECTIVE EQUIPMENT IN PLACE THAT MAY REDUCE THE LIKELIHOOD OF RESPIRATORY PARTICLE TRANSMISSION BETWEEN PARTICIPANTS OR INTERMITTENT CLOSE CONTACT OR GROUP SPORTS OR SPORTS THAT USE EQUIPMENT THAT CAN'T BE CLEANED BETWEEN PARTICIPANTS.**

### HIGH RISK LEVEL

- Pre-workout screening required, including temperature checks
- Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods. Pods are to remain with the same students throughout the High Risk Level. There must be a minimum of 6 feet between each individual at all times.
- A basketball player can shoot with a ball(s), but a team should not practice/pass a single ball among the team where multiple players touch the same ball.

### MODERATE RISK LEVEL

- Pre-workout screening required, including temperature checks
- Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods. Pods are to remain with the same students throughout the Moderate Risk Level. There must be a minimum of 6 feet between each individual at all times.
- Balls and equipment – passing a disinfected ball between players who sanitized their hands prior to sharing a ball and equipment is allowed.

### LOW RISK LEVEL

- Continue pre-practice screening, including temperature checks
- Gathering sizes of up to 50 individuals. When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

### LOWEST RISK LEVEL

- See screening for Low and Lowest Risk Levels
- Regular practices may begin for Higher risk sports
- Gathering sizes are unlimited. When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## Volleyball Specific Guidelines

MODERATE RISK: SPORTS THAT INVOLVE CLOSE, SUSTAINED CONTACT, BUT WITH PROTECTIVE EQUIPMENT IN PLACE THAT MAY REDUCE THE LIKELIHOOD OF RESPIRATORY PARTICLE TRANSMISSION BETWEEN PARTICIPANTS OR INTERMITTENT CLOSE CONTACT OR GROUP SPORTS OR SPORTS THAT USE EQUIPMENT THAT CAN'T BE CLEANED BETWEEN PARTICIPANTS.

## HIGH RISK LEVEL

• Pre-workout screening required, including temperature checks
• Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods. Pods are to remain with the same students throughout the High Risk Level. There must be a minimum of 6 feet between each individual at all times.
• A volleyball player should not use a single ball that others touch or hit in any manner.

## MODERATE RISK LEVEL

• Pre-workout screening required, including temperature checks
• Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods. Pods are to remain with the same students throughout the Moderate Risk Level. There must be a minimum of 6 feet between each individual at all times.
• Balls and equipment – passing a disinfected ball between players who sanitized their hands prior to sharing a ball and equipment is allowed.

## LOW RISK LEVEL

• Continue pre-practice screening, including temperature checks
• Gathering sizes of up to 50 individuals. When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## LOWEST RISK LEVEL

• See screening for Low and Lowest Risk Levels
• Regular practices may begin for Higher risk sports
• Gathering sizes are unlimited. When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## Wrestling Specific Guidelines

## HIGH RISK LEVEL

• Pre-workout screening required, including temperature checks
• Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods.  Pods are to remain with the same students throughout the High Risk Level. There must be a minimum of 6 feet between each individual at all times.
• A volleyball player should not use a single ball that others touch or hit in any manner.

## MODERATE RISK LEVEL

• Pre-workout screening required, including temperature checks
• Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods.  Pods are to remain with the same students throughout the Moderate Risk Level. There must be a minimum of 6 feet between each individual at all times.
• Wrestlers may skill and drill without touching a teammate or coach, while maintaining the 6 feet of social distancing.

## LOW RISK LEVEL

• Continue pre-practice screening, including temperature checks
• Modified practices may begin for Higher risk sports
• Gathering sizes of up to 50 individuals.  When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## LOWEST RISK LEVEL

• See screening for Low and Lowest Risk Levels
• Regular practices may begin for Higher risk sports
• Gathering sizes are unlimited.  When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## Soccer Specific Guidelines

MODERATE RISK: SPORTS THAT INVOLVE CLOSE, SUSTAINED CONTACT, BUT WITH PROTECTIVE EQUIPMENT IN PLACE THAT MAY REDUCE THE LIKELIHOOD OF RESPIRATORY PARTICLE TRANSMISSION BETWEEN PARTICIPANTS OR INTERMITTENT CLOSE CONTACT OR GROUP SPORTS OR SPORTS THAT USE EQUIPMENT THAT CAN'T BE CLEANED BETWEEN PARTICIPANTS.

## HIGH RISK LEVEL

• Pre-workout screening required, including temperature checks
• Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods. Pods are to remain with the same students throughout the High Risk Level. There must be a minimum of 6 feet between each individual at all times.
• A soccer player can use a ball(s), but a team should not practice/pass a single ball among the team where multiple players touch the same ball.

## MODERATE RISK LEVEL

• Pre-workout screening required, including temperature checks
• Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods. Pods are to remain with the same students throughout the Moderate Risk Level. There must be a minimum of 6 feet between each individual at all times.
• Balls and equipment – passing a disinfected ball between players who sanitized their hands prior to sharing a ball and equipment is allowed.

## LOW RISK LEVEL

• Continue pre-practice screening, including temperature checks
• Gathering sizes of up to 50 individuals. When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## LOWEST RISK LEVEL

• See screening for Low and Lowest Risk Levels
• Regular practices may begin for Higher risk sports
• Gathering sizes are unlimited. When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## Baseball Specific Guidelines

## HIGH RISK LEVEL

• Pre-workout screening required, including temperature checks
• Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods. Pods are to remain with the same students throughout the High Risk Level. There must be a minimum of 6 feet between each individual at all times.
• Baseball players should not share gloves, bats, or throw a single ball that will be tossed among the team. A single player may hit cages, throw batting practice (with netted backstop, no catcher). Prior to another athlete using the same balls, they should be collected and cleaned individually.

## MODERATE RISK LEVEL

• Pre-workout screening required, including temperature checks
• Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods. Pods are to remain with the same students throughout the Moderate Risk Level. There must be a minimum of 6 feet between each individual at all times.
• Balls and equipment – passing a disinfected ball between players who sanitized their hands prior to sharing a ball and equipment is allowed.

## LOW RISK LEVEL

• Continue pre-practice screening, including temperature checks
• Gathering sizes of up to 50 individuals. When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## LOWEST RISK LEVEL

• See screening for Low and Lowest Risk Levels
• Regular practices may begin for Higher risk sports
• Gathering sizes are unlimited. When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## Softball Specific Guidelines

MODERATE RISK: SPORTS THAT INVOLVE CLOSE, SUSTAINED CONTACT, BUT WITH PROTECTIVE EQUIPMENT IN PLACE THAT MAY REDUCE THE LIKELIHOOD OF RESPIRATORY PARTICLE TRANSMISSION BETWEEN PARTICIPANTS OR INTERMITTENT CLOSE CONTACT OR GROUP SPORTS OR SPORTS THAT USE EQUIPMENT THAT CAN'T BE CLEANED BETWEEN PARTICIPANTS.

## HIGH RISK LEVEL

• Pre-workout screening required, including temperature checks
• Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods.  Pods are to remain with the same students throughout the High Risk Level.  There must be a minimum of 6 feet between each individual at all times.
• Softball players should not share gloves, bats, or throw a single ball that will be tossed among the team.  A single player may hit cages, throw batting practice (with netted backstop, no catcher).  Prior to another athlete using the same balls, they should be collected and cleaned individually.

## MODERATE RISK LEVEL

• Pre-workout screening required, including temperature checks
• Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods.  Pods are to remain with the same students throughout the Moderate Risk Level.  There must be a minimum of 6 feet between each individual at all times.
• Balls and equipment – passing a disinfected ball between players who sanitized their hands prior to sharing a ball and equipment is allowed.

## LOW RISK LEVEL

• Continue pre-practice screening, including temperature checks
• Gathering sizes of up to 50 individuals.  When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## LOWEST RISK LEVEL

• See screening for Low and Lowest Risk Levels
• Regular practices may begin for Higher risk sports
• Gathering sizes are unlimited.  When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## Cross Country Specific Guidelines

## HIGH RISK LEVEL

• Pre-workout screening required, including temperature checks
• Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods. Pods are to remain with the same students throughout the High Risk Level. There must be a minimum of 6 feet between each individual at all times.

## MODERATE RISK LEVEL

• Pre-workout screening required, including temperature checks
• Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods. Pods are to remain with the same students throughout the Moderate Risk Level. There must be a minimum of 6 feet between each individual at all times.

## LOW RISK LEVEL

• Continue pre-practice screening, including temperature checks
• Modified practices may begin for Higher risk sports
• Gathering sizes of up to 50 individuals. When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## LOWEST RISK LEVEL

• See screening for Low and Lowest Risk Levels
• Regular practices may begin for Higher risk sports
• Gathering sizes are unlimited. When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## Track Specific Guidelines (running and throwing)

**LOW RISK**: SPORTS THAT CAN BE DONE WITH SOCIAL DISTANCING OR INDIVIDUALLY WITH NO SHARING OF EQUIPMENT OR THE ABILITY TO CLEAN THE EQUIPMENT BETWEEN USE BY COMPETITORS.

## HIGH RISK LEVEL

- Pre-workout screening required, including temperature checks
- Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods. Pods are to remain with the same students throughout the High Risk Level. There must be a minimum of 6 feet between each individual at all times.

## MODERATE RISK LEVEL

- Pre-workout screening required, including temperature checks
- Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods. Pods are to remain with the same students throughout the Moderate Risk Level. There must be a minimum of 6 feet between each individual at all times.

## LOW RISK LEVEL

- Continue pre-practice screening, including temperature checks
- Modified practices may begin for Higher risk sports
- Gathering sizes of up to 50 individuals. When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## LOWEST RISK LEVEL

- See screening for Low and Lowest Risk Levels
- Regular practices may begin for Higher risk sports
- Gathering sizes are unlimited. When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## Tennis Specific Guidelines

### HIGH RISK LEVEL

• Pre-workout screening required, including temperature checks
• Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods.  Pods are to remain with the same students throughout the High Risk Level. There must be a minimum of 6 feet between each individual at all times.
• Tennis players may do individual drills, wall volleys and serves.

### MODERATE RISK LEVEL

• Pre-workout screening required, including temperature checks
• Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods.  Pods are to remain with the same students throughout the Moderate Risk Level. There must be a minimum of 6 feet between each individual at all times.
• Balls and equipment – passing a disinfected ball between players who sanitized their hands prior to sharing a ball and equipment is allowed.

### LOW RISK LEVEL

• Continue pre-practice screening, including temperature checks
• Gathering sizes of up to 50 individuals.  When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

### LOWEST RISK LEVEL

• See screening for Low and Lowest Risk Levels
• Regular practices may begin for Higher risk sports
• Gathering sizes are unlimited.  When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## Swimming Specific Guidelines

## HIGH RISK LEVEL

- Pre-workout screening required, including temperature checks
- Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods.  Pods are to remain with the same students throughout the High Risk Level.  There must be a minimum of 6 feet between each individual at all times.

## MODERATE RISK LEVEL

- Pre-workout screening required, including temperature checks
- Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods.  Pods are to remain with the same students throughout the Moderate Risk Level.  There must be a minimum of 6 feet between each individual at all times.

## LOW RISK LEVEL

- Continue pre-practice screening, including temperature checks
- Modified practices may begin for Higher risk sports
- Gathering sizes of up to 50 individuals.  When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## LOWEST RISK LEVEL

- See screening for Low and Lowest Risk Levels
- Regular practices may begin for Higher risk sports
- Gathering sizes are unlimited.  When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## Golf Specific Guidelines

**LOW RISK**: SPORTS THAT CAN BE DONE WITH SOCIAL DISTANCING OR INDIVIDUALLY WITH NO SHARING OF EQUIPMENT OR THE ABILITY TO CLEAN THE EQUIPMENT BETWEEN USE BY COMPETITORS.

## HIGH RISK LEVEL

• Pre-workout screening required, including temperature checks
• Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods.  Pods are to remain with the same students throughout the High Risk Level.  There must be a minimum of 6 feet between each individual at all times.

## MODERATE RISK LEVEL

• Pre-workout screening required, including temperature checks
• Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods.  Pods are to remain with the same students throughout the Moderate Risk Level.  There must be a minimum of 6 feet between each individual at all times.

## LOW RISK LEVEL

• Continue pre-practice screening, including temperature checks
• Modified practices may begin for Higher risk sports
• Gathering sizes of up to 50 individuals.  When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## LOWEST RISK LEVEL

• See screening for Low and Lowest Risk Levels
• Regular practices may begin for Higher risk sports
• Gathering sizes are unlimited.  When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

## Cheerleading/Dance/Pom Specific Guidelines

**HIGH RISK:** SPORTS THAT INVOLVE CLOSE, SUSTAINED CONTACT BETWEEN PARTICIPANTS, LACK OF SIGNIFICANT PROTECTIVE BARRIERS, AND HIGH PROBABILITY THAT RESPIRATORY PARTICLES WILL BE TRANSMITTED BETWEEN PARTICIPANTS.

### HIGH RISK LEVEL

- Pre-workout screening required, including temperature checks
- Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods. Pods are to remain with the same students throughout the High Risk Level. There must be a minimum of 6 feet between each individual at all times.

### MODERATE RISK LEVEL

- Pre-workout screening required, including temperature checks
- Groups or pods are restricted to 10 participants or less with no interaction or mixing of students or coaches between pods. Pods are to remain with the same students throughout the High Risk Level. There must be a minimum of 6 feet between each individual at all times.
- Dancers may not practice/perform skills that require a spotter or a partner. Dances without contact are permissible with proper social distancing.

### LOW RISK LEVEL

- Continue pre-practice screening, including temperature checks
- Modified practices may begin for Higher risk sports
- Gathering sizes of up to 50 individuals. When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

### LOWEST RISK LEVEL

- See screening for Low and Lowest Risk Levels
- Regular practices may begin for Higher risk sports
- Gathering sizes are unlimited. When not directly participating in practice, care should be taken to maintain a minimum distance of 6 feet between each individual.

# STRENGTH AND CONDITIONING SPECIFIC GUIDELINES

**LOW RISK**: SPORTS THAT CAN BE DONE WITH SOCIAL DISTANCING OR INDIVIDUALLY WITH NO SHARING OF EQUIPMENT OR THE ABILITY TO CLEAN THE EQUIPMENT BETWEEN USE BY COMPETITORS.

## SCREENING

- See screening procedures for the assessed Risk Level

**These requirements must be followed when conducting voluntary strength and conditioning sessions**

## PROCEDURES AND SAFETY MEASURES

- Coaches are responsible for ensuring social distancing is maintained between athletes as much as possible. This means additional spacing between athletes while exercising, changing drills/lifts so that players remain spaced out, and no congregating of athletes while waiting to drill/lift. Adequate cleaning schedules should be created and implemented for the weight room.

- Weight room equipment should be wiped down thoroughly with an EPA-registered disinfectant before and after each individual uses the equipment.

- Any equipment such as weight benches or athletic pads with holes with exposed foam should be covered.

- Maintain social distance by being at least 6 feet apart.

- Spotters should stand at each end of the bar wearing a mask.

- Follow gathering guidelines of groups of 10 or less students.

- Groups of 10 or less must be pre-determined.

- Once groups determined, students may not switch from one group to another.

- Interaction between groups shall be avoided.

- Sessions can only include weightlifting, running, and exercises designed to promote physical fitness.

- Sport specific drills are not permitted, and sport-specific equipment may not be used.

- Implement diligent and effective cleaning and disinfecting of frequently touched objects and surfaces following the guidance of the CDC.

- Hand sanitizer and/or sanitizing wipes – Athletes and coaches are encouraged to provide their own hand sanitizer (at least 60% alcohol) and/or sanitizing wipes.

# RESOURCES

- [Wisconsin Interscholastic Athletics Association Guidance For Summer Activities](#)

- NFHS Guidance For Opening Up High School Athletics And Activities

- CDC (Center for Disease Control and Prevention – Considerations for Youth Sports

- Waukesha County DHS Guidance for Youth Sports

- A Guide To Re-entry To Athletics In Texas Secondary Schools

- Ohio High School Athletic Association Summer 2020 Recommendations

- COVID-19 in South Dakota

- Considerations For Reopening Institutions Of Higher Education In The COVID-19 Era

- NSCA (National Strength and Conditioning Association)