



MILWAUKEE
PUBLIC SCHOOLS



Ready - Set -
Return to the Classroom

ROADMAP TO READINESS
Addendum

April 2021

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Introduction

This addendum to the Roadmap to Readiness plan provides information for portions of the plan that were added or amended by the motion passed by the Milwaukee Board of School Directors on March 23, 2021. More information about the Roadmap to Readiness and the return to in-person learning can be found on the MPS website, which can be accessed directly at <https://mymps.org/> or through the “Roadmap to Readiness” link on the main MPS web page.

Board’s Motion

At its March 23, 2021 Special Meeting, the Milwaukee Board of School Directors adopted the Administration’s Reopening Plan with the following provisions:

1. April 12: Reopening will begin on Monday, April 12 with the return of all staff to the buildings.. April 12th and 13th will be dedicated to considering the needs of the district. If an employee cannot return on the 12th, a reasonable time for readiness be given to employees and that the Administration exercise flexibility for employees who cannot return paperwork for accommodations by April 12th.
2. K through grade 3 instruction will begin on Wednesday, April 14th. K through grade 3 instruction will revert to the schedule of four days of synchronous virtual and face-to-face instruction the following week, with Wednesdays as asynchronous learning.
3. April 19: Grade 4 through grade 8 will be offered in-school instruction.
4. April 26: Seniors and students in danger of failing will be offered in-school instruction. (Freshmen, Sophomores and juniors will remain virtual for the remainder of the school year.)
5. School buildings and central office will be open to the public by April 12.
6. Testing permission is required for students and staff to return.
7. 10% of each school staff and students will be tested every other week.
8. Maintain a quota of no more than 15 students per classroom. The quota can be increased to accommodate 18 students if the classroom is large enough to maintain a 6 feet social distancing rule.
9. That a collaborative process be used to establish a division of labor between those teaching virtually and those teaching face-to-face. Extra staff will be provided for classrooms with both virtual and face-to-face instruction.
10. Ensure IEP and 504 safeguards. Articulate and draft the plan for special education with a cohort of Special Education teachers.
11. Develop tutoring options for students that are failing classes.
12. Test air quality throughout the district, giving priority to classrooms and schools without window access to outside air. Report this testing back to the board monthly.
13. Distribute N95 masks for all specialized services staff, any staff that moves between classrooms/ buildings and staff in isolation rooms or other critical areas.
14. Distribute N95 masks for staff working with students where close contact is necessary.
15. Enforce a policy of mask wearing for all staff and students. If refused, they must leave the building.
16. Criteria for returning classes and schools to virtual learning:
 - a. Class – 1 case = class goes virtual 14 days
 - b. School – 3 cases = school goes virtual 14 days
17. Develop a hotline for reporting violations.
18. Add specificity to this plan in an updated written document to be posted to the district’s website.
19. Make public the individual school surveys of students returning to face-to-face instruction by April 1.
20. That Board members submit their top 10 questions to the Office of Board Governance by Thursday March 25, 2021, for a response by the administration to disseminate by March 30, 2021.

Return to Classroom Schedule

Alignment to Motion – Items #1, #2, #3, #4

The specific dates by grade level are:

K3 – Grade 3: Wednesday, April 14, 2021

Wednesday, April 14, 2021 is an in-person day for K3 – Grade 3 students only (attending Wednesday, Thursday, and Friday this week). Beginning the week of April 19, students will receive in-person instruction on Mondays, Tuesdays, Thursdays, and Fridays. On subsequent Wednesdays, all students will participate in virtual instruction.

Grades 4 – 8: Monday, April 19, 2021

Beginning this week, students will receive in-person instruction on Mondays, Tuesdays, Thursdays, and Fridays. On Wednesdays, all students will participate in virtual instruction.

Grades 9 – 12: Monday, April 26, 2021

High school seniors and students in need of support. All other freshmen, sophomores, and juniors will remain in virtual learning for the remainder of the school year.

Note: All students will learn virtually on Wednesdays beginning **Wednesday, April 21, 2021**.

No Visitor Policy

Alignment to Motion – Item #5

The district has adopted additional health and safety protocols for parents related to entering the building, which include requiring everyone to wear a mask. The MPS “no visitor” policy will remain in effect for the remainder of the 2020–21 school year. Below is guidance on what to do if parents refuse to adhere to the established health and safety protocols.

- ❶ **For parents insisting that they be able to walk their child to a classroom or inside the building:**
 - a. Provide clear communication to parents, via newsletters, auto-dialer, etc., regarding expectations for entry to classrooms and other spaces.
 - b. Signs prohibiting entry to the building should be visible at all entry points.
 - c. School safety should be posted at entry during arrival and departure.
 - d. Although parents will not be allowed to enter buildings, schools should identify a designated area for parents to enter in the event of an emergency situation.
- ❷ **For parents who send snacks or food for other students (parties, birthdays, etc.):**
 - a. Provide clear communication to parents via newsletters, auto-dialer, etc., regarding expectations related to bringing outside food/snacks into the building.
 - b. Inform parents who try to bring those items that they will be returned to the student/parent at the end of the day.

See **Appendix A:**

- ❶ COVID Signage for Buildings, Schools, Classrooms, and Offices

MPS COVID-19 Testing Protocol

Alignment to Motion – Items #6, #7

Point of Contact. The nurse or designated nursing staff will be the point of contact for testing at the school. They will be responsible for distributing testing kits and collecting the samples for testing. The testing will be a pooled test performed by Ginko Bioworks.

Consent Forms. Consent forms are required for any student or staff member to be tested. Upon return of in-person learning, principals are to send home with each student a consent form to be completed for participation in the testing program. Upon return of staff to buildings, principals are to provide staff with the consent form. Returned consent forms should be given to the nurse or designated nursing staff to keep in their records. Consent forms will be placed in a secure area.

Testing Sequence. Ten percent of staff and students in a building are to be tested every other week. Students will be tested by classroom. Staff assigned to a classroom (i.e. teacher, para, or CHA) should be tested (in the same pool) as the students in the classroom. One testing kit will be needed per classroom. Testing will start the week of April 19, 2021. Testing weeks are determined based on building grade levels.

Test Day. The test is a self-administered nasal swab. On testing day, the nurse or designated nursing staff will distribute the testing kits, monitor the testing, ensure swabs are placed in the testing tube, collect the testing tubes, and ensure the testing tubes are appropriately labeled for identification purposes. The testing in the classroom should take less than ten minutes.

Turnaround Time for Test Results. Test results will be made available by Ginko Bioworks between 24 and 48 hours.

Test Results. If a pooled test comes back negative, no further action needs to be taken for that testing group. If a pooled test comes back positive, notification will be sent to staff participants and families of student participants in the pool. All individuals in the pool will be directed to stay out of the building for 14 days and obtain an individual diagnostic test. In-person instruction will be moved to virtual instruction for this time period for these students.

In addition to the MPS COVID-19 Testing Protocol outlined above, see **Appendix B** for more information:

- 1 MPS COVID-19 Medical Information Questionnaire
- 2 MPS COVID-19 Testing Consent
- 3 MPS COVID-19 Pool Testing Calendar
- 4 Instructions for Swabbing Your Nose
- 5 Instructions for Supervising Pooled Testing
- 6 Instructions for Preparing a Shipment

Class Sizes

Alignment to Motion – Item #8

The Board's action was to maintain a quota of no more than 15 students per classroom. The quota can be increased to accommodate 18 students if the classroom is large enough to maintain a physical distance of six feet.

If classes are over 18 students, they must be divided. Schools will work collaboratively to determine how students will be divided. This may require the use of overflow rooms to accommodate students (such as the gym, lunchroom, library media center, and other identified educational areas) and/or an adjustment in teacher/staff assignments.

See **Appendix C**:

- ① Sample School Class Template

Division of Labor

Alignment to Motion – Item #9

Below are the protocols for division of labor for Central Services staff and for school-based staff.

Central Services Protocol

Vacancy Criteria (defined): Any teaching position listed in Frontline (AESOP) that currently does not have a permanent teacher of record, substitute teacher assigned, or any newly unfilled teaching position due to a decrease in available in-person workforce.

Reassignment of Central Services Staff

The Office of Academics will compile a list of all staff available for reassignment. Staff available for reassignment must hold a current teaching license in the area of the new assignment. The names of staff who meet eligibility for reassignment will be provided to the Office of Academics by each chief no later than Monday, April 12, 2021. Reassigned staff will remain in the new assignment until released by the chief of their respective department.

School Requests for Central Services Certificated Coverage

Using the Vacancy Criteria as a guide, schools will determine the number and type (grade level, content area etc.) of positions to possibly be covered by Central Services staff. Day-to-day absences should be entered into AESOP to request coverage. If day-to-day assignments are not picked up in AESOP, schools should ensure in-house coverage is provided.

School leaders will complete the Reopening School-Based Staffing Needs form and submit the form to their regional supervisor (regional superintendent or instructional leadership director). The regional supervisor will review the form and make note of all requested positions that need coverage. The staffing needs form will be forwarded to the Office of Academics. The acting chief academic officer will contact the director of the department the staff is currently assigned to, and provide the name of the school, new assignment, start and end date. The director will notify the employee of their new assignment and their direct supervisor.

Priority. Central Services staff will be assigned to schools to fill vacancies as described in the vacancy criteria. Additionally, prioritization will be given on the following factors. Equity will be a focus for prioritization based on:

- ▶ Grade band
- ▶ Subject
- ▶ School need
- ▶ Special factors to be taken into consideration (i.e. social and emotional needs, culture/climate, staff churn, etc.)

Order of consideration for reassignments at Central Services (pending current teaching license in the area of new assignment):

- ▶ Teachers/coaches
- ▶ Specialists
- ▶ Coordinators/analysts
- ▶ Supervisors
- ▶ Managers
- ▶ Directors
- ▶ Regional directors
- ▶ Regional superintendents

School Requests for Central Services Classified Coverage

School leaders will complete the Reopening School-Based Staffing Needs form to identify any classified staffing needs and submit to their regional supervisor.

Logistics

This is a collective effort to support our schools during this important transition. While consideration is given to the demands of daily work, ensuring our students have a licensed educator in front of them is our priority. Therefore, reassigned staff should adhere to the following:

- ▶ During this time of reassignment, the Central Services' supervisor will remain the same. If there is an absence, the Central Services staff should submit absence to their supervisor and make the school administrator aware as well.
- ▶ All Central Services staff are expected to report in person to their newly assigned school sites.
- ▶ Central Services staff are expected to follow the requests of the school leader while working at the school site.
- ▶ The workday of reassigned Central Services staff will be aligned to the daily bell schedule of the school.
- ▶ Substitute teachers should not be requested for school support teachers (SSTs), climate specialists, etc., and will not be covered with Central Services staff.
- ▶ The role of the school assessment coordinator will be the responsibility of school administrators in the absence of an SST.
- ▶ School secretaries are expected to provide all substitute teachers who enter school sites with a substitute teacher folder. The folder should contain paper attendance for all the classes that substitute teachers will teach. Attendance should be taken for every period on paper, and returned to the office before the conclusion of the period so the secretary can enter attendance in a timely manner.

Communication Plan

A communication plan will be developed and implemented to include status updates which, at a minimum, reflect reassignment positions, locations, and numbers, to ensure the reopening plan is on track and critical information is shared out in a timely manner.

School Protocol for Division of Labor

- 1 Administration will assess how many current vacancies exist within their building including Requests to Fill, approved Family and Medical Leave Act (FMLA) requests, known workplace accommodation requests, and information received from Central Services.
- 2 Administration will work with building representatives and school-based leadership teams to discuss ways to equitably assign and support teaching and learning with existing and incoming instructional staff.
- 3 Leaders will communicate with staffing specialists any remaining day-to-day vacancies that exist by placing substitute requests into Frontline (AESOP). The school-based team will need to create a plan to cover classrooms when Frontline (AESOP) is unable to fill day-to-day known vacancy requests. In the event a vacancy is more than five consecutive days, schools will complete the Reopening School-Based Staffing Needs form and submit it to their regional supervisor.
- 4 The administrator will ask for volunteers to teach virtually or to teach in person. If a decision cannot be reached, the following criteria for determining assignments will be taken into consideration: seniority, licensure, class size, caseload, or administrator discretion.
 - a. If a teacher has been approved for a workplace accommodation, he/she may be assigned to provide instruction to all students attending virtually within their licensure. This includes teachers of students with disabilities.
 - b. If both teachers report in person, the teacher with the most district seniority will be able to select their choice of delivery of instruction. This includes teachers of students with disabilities.
- 5 Administration will provide the names of the students reporting in person or virtually to the respective teacher assigned to provide that instruction. Both teachers will be responsible for completing the report card for their assigned students.
- 6 Administration will provide the form of communication (letter to families, script to be read over the phone, template email) that teachers will use to inform parents of their child's teacher for the remainder of the school year. This communication must be completed prior to the student's first day of in-person instruction.

Return to Work – Staff Accommodations

The district is excited to welcome staff back into the office and school buildings for a safe return to in-person work. The Milwaukee Board of School Directors approved that all staff (Central Services and school-based) return to in-person work starting April 12, 2021. All current approved remote work plans expired on April 11, 2021. Staff unable to return to in-person work due to medical reasons (being at increased risk for severe illness or a household member being at increased risk for severe illness), can request a remote work accommodation through the Employee Rights Administration Division (ERAD).

Requests should be submitted in writing to **COVIDAccomm@milwaukee.k12.wi.us**. Upon receipt of requests, ERAD will provide staff with a COVID-19 medical information questionnaire. The COVID-19 medical information questionnaire will need to be completed by a medical provider or the family member's health care provider. Every effort should be made to provide the completed questionnaire by April 12, 2021. Submission of the completed questionnaire as timely as possible is critical in order for ERAD to promptly evaluate the accommodation request. If an accommodation of remote work is granted, a new remote work plan will need to be submitted to the individual's supervisor.

For those with concerns about returning to in-person work and who do not qualify for a remote work accommodation, there may be leave options available. For further information on possible unpaid personal leave of absence options, contact ERAD at (414) 475-8210 or email HRLeaveAdmin@milwaukee.k12.wi.us. If staff needs to be absent from work because of a serious health condition or the serious health condition of a family member, call Sedgwick, the district's third-party Family and Medical Leave Act (FMLA) leave administrator at (844) 263-3120.

This school year has been uniquely demanding and transitioning back to working in-person may provide some challenges. Please know that the MPS Office of Human Resources is able to assist. The Employee Assistance Program (EAP) has resources available to support the mental and emotional well-being of staff. The EAP can also provide support for those in search of child or elder care options. The EAP can be reached at (800) 236-3231 or by visiting <http://www.aah.org/eap>.

See **Appendix D** for more information on staffing:

- 1 Reopening School-Based Staffing Needs
- 2 2021 School Based Staff Remote Work Agreement (04/09/2021)
- 3 Remote Work Acknowledgement Form

Safeguards for Students with Disabilities

Alignment to Motion – Item #10

MPS continues to provide a free appropriate public education in accordance with a student's Individualized Education Program (IEP) and/or Section 504 Plan as applicable. The MPS Department of Specialized Services has outlined a detailed plan for these services as we return to in-person learning for the remainder of the 2020–21 school year.

This plan is included in this addendum as **Appendix E**:

- 1 Ensure IEP and 504 Safeguards

Tutoring Opportunities

Alignment to Motion – Item #11

Tutoring opportunities for students include both school and district options. Options include school-based tutoring plans and district options which include Saturday Academies and/or Twilight Centers. MPS continues to refine its tutoring opportunities for the remainder of the 2020–21 school year.

A draft document of tutoring opportunities is included in **Appendix F**.

- 1 Reopening Tutoring Opportunities – Draft

Testing Air Quality in MPS Schools

Alignment to Motion – Item #12

The Department of Facilities and Maintenance Services (DFMS) has been committed to providing good air quality to students, staff, parents, and the general public within all MPS buildings. District staff includes a diverse group of certified and licensed professionals in Design & Construction, knowledgeable trades personnel in Maintenance & Repair, and trained individuals in Building Operations. The department has numerous years of experience among the team that addresses air quality issues.

Ventilation Audit Report

MPS hired a ventilation audit consultant, Rivion, to perform a ventilation walk-through on February 8, 2021. As part of the review, Rivion met with the DFMS mechanical engineer to review building documents including system designs and current test and balancing reports. Rivion walked three schools with the DFMS representative and the onsite maintenance staff. The sites included:

- ▶ Wisconsin Conservatory of Lifelong Learning (WCLL) located at 1017 N. 12th St., Milwaukee
- ▶ South Division High School located at 1515 W. Lapham Ave., Milwaukee
- ▶ Green Tree Preparatory Academy located at 6850 N. 53rd St., Milwaukee

It should be noted that the consultant did not inspect every air handling and exhaust unit for each school but a representative sampling of the major air handling equipment. The consultant provided an unbiased assessment and recommendations regarding filters, coil cleaning, damper operations, Building Automation System (BAS) operation, repairs and system notifications. DFMS followed up with the filter recommendations if the system would allow without compromising air flow in the ventilation system and other repairs as noted. DFMS is using this audit as a baseline and applying the practices and recommendations to the remainder of the equipment in the identified buildings and others in the district.

- ▶ DFMS in-house staff is hiring additional mechanical consultants to update documentation necessary to complete a testing and balancing of the mechanical systems at all buildings.
- ▶ DFMS in-house staff is pursuing additional outsourced contractors to perform testing and balancing on building systems within the cyclic program.
- ▶ DFMS in-house staff is pursuing additional outsourced contractors to perform mechanical unit coil cleaning after upgrading filtration systems and completion of inspections.
- ▶ DFMS will review and complete repairs identified through the testing and balancing process and subsequent inspection process.
- ▶ An item not included in the recommendation that MPS pursued was placing air purifiers in each classroom and in multiple occupant spaces and providing additional units to be utilized at the discretion of the administrator at schools.

Indoor Air Quality (IAQ) Committee

The committee consists of members mentioned above along with building operations supervisors and mechanical trade shop personnel. For over 20 years, the team has continually met once a month to discuss ongoing air quality issues related to ventilation, mold, odors, asbestos, etc., and new issues submitted by students, staff members or parents. The team discusses the potential issue, comes up with a remediation plan, makes corrective measures, follows through on actions taken, then reports back to the team with documented results. The monthly meeting has meeting minutes recorded.

Comprehensive Remediation Plan for Mechanical Systems Across the District

DFMS is working with other district departments to utilize available funding to proceed with deferred maintenance work which will involve procuring services for testing and balancing (TAB) of all mechanical systems, consultant review of testing and balancing reports and applicable repair or design recommendations, remediation efforts by contractors to correct issues, and lastly, inspection/project management assistance to supplement the current capacity of DFMS project managers.

The remediation plan will involve multiple phases which will occur sequentially to allow for the most effective plan. In addition to testing and balancing, where feasible, the plan will include upgrades to Building Automated Systems (BAS) and controls which allow for remote monitoring and notifications of the performance of the building mechanical systems.

Impact

The plan identified will reduce the \$390M of district deferred maintenance that includes \$130M in mechanical system scopes that impact air quality.

Distribution of N95 Masks

Alignment to Motion – Items #13, #14

Disposable Face Mask Orders

Procurement has ordered additional face masks to complete the one-month supply of disposable face masks for all schools that arrived in schools starting February 15 through March 1, 2021. Once school buildings re-open for students, we will provide further instructions on additional orders. Schools must always maintain at least a one-month supply, so procurement can adjust their order accordingly.

- ▶ When received, verify that shipment matches amount ordered and packing slip.
- ▶ Verify expiration date of one box of masks to confirm that it is at least one year from date of receipt.
- ▶ No later than five days after receiving, scan and send packing slip to Dalisa Flores at **floresd@milwaukee.k12.wi.us**.
- ▶ If you find any discrepancies, notify Dalisa Flores.
- ▶ Once in-person learning begins, monitor use of face masks to determine how many are used in a two-week period. If this varies by more than 25% from quantity received, notify Dalisa Flores.

All specialized services staff, any staff who transition between classrooms/buildings, and staff in isolation rooms or other critical areas will be provided with N95 masks. N95 and other varieties of masks will be made available at all school sites and provided as needed.

Mask Wearing Policy

Alignment to Motion – Item #15

Mask Enforcement

As students return to school, school leaders are encouraged to extend understanding and compassion towards students. Expectations for adhering to the established safety protocols will extend to the CLC/Safe Place spaces and any other before- and after-school programming, which are considered an extension of the school day. The following issues should be treated as health and safety concerns and not as behaviors that require disciplinary action:

- ▶ Failure to wear a mask as directed.
- ▶ Failing to social distance as directed, including the bus.
- ▶ Providing food and/or snacks to other children.

Schools should be prepared to address the above health and safety concerns as outlined below:

- 1 Speak directly to the student to inquire their motivation/reasoning for not complying with the expectation.
- 2 Provide the student with a mask if necessary. It is recommended that schools have a supply quantity of no fewer than 2–3 masks per student on hand.
- 3 Contact parent/guardian to reiterate expectations.
- 4 Utilize school support staff to further explain the rationale behind the safety protocols.
- 5 Only after repeated and documented attempts (steps 1-4 above have been implemented) to correct the behavior to no avail, the student can be moved to the virtual environment. Attempts to address the above health concerns should be documented using the PLP General note in the student information system. Attempts are considered repeated only if they occur over time (days/weeks) and allow time for remediation after the intervention.
- 6 The regional superintendent or designee must approve transfers from in-person to virtual learning for health and safety concerns. Special education cases should be referred to our district's special education managers.

Under no circumstance should this behavior be documented with a behavior referral as they are not code of conduct violations but a health and safety concern. Additionally, students should not be sent home for these concerns as that would be considered a de facto suspension.

Refusal to wear a mask will be considered a violation of the Employee Rules of Conduct. An employee who refuses to wear a mask will be counseled, and progressive discipline will be followed.

Criteria for Returning Classes and Schools to Virtual Learning

Alignment to Motion – Item #16

The health and safety of our students, staff, and families will remain our top priority as we continue to carry out our mission during the 2020–21 school year. Each school has completed a School-Based Reopening Plan, which has been shared with the regional superintendent.

Each school plan aligns to the MPS Reopening Handbook 2020–21 template and outlines the procedures and guidelines to safely reopen schools and classrooms. School-based reopening plans follow the timetable approved by the Milwaukee Board of School Directors. Updates to plans and procedures may be made in response to guidance as necessary.

The district's approach to providing a safe and quality experience will focus on people, places, and procedures. Key areas include physical distancing, mask wearing, hand washing, air quality, sanitation, and providing families with options for remote learning.

The documents below can be found in **Appendix G**.

- 1 MPS Reopening Handbook 2020–21 – Template for Schools
- 2 Tornado Drill Resources

MPS COVID-19 Hotline

Alignment to Motion – Item #17

The health and safety of all students and staff is a top priority of MPS as we welcome them back into our schools and offices. We are making sure that COVID-19 mitigation guidance from the Centers for Disease Control and Prevention, Wisconsin Department of Health Services, and the Milwaukee Health Department is adhered to at all sites.

Staff members with concerns about the health and safety practices at their site may contact the COVID-19 Hotline at **(414) 475-8222**. Leave a message and a member of the Department of Employment Relations will follow up. You can remain anonymous if you so choose.

Roadmap to Readiness Addendum

Alignment to Motion – Item #18

This entire document and appendices serve to provide supplemental information and additional clarity relative to the return to the classroom.

School Surveys

Alignment to Motion – Item #19

MPS families were offered a school survey regarding returning to the classroom. The results are compiled by school and can be found in **Appendix H**.

- 1 Return to the Classroom School Reopening Survey Results

Board Member Top 10 Questions and Responses

Alignment to Motion – Item #20

Board members submitted their top 10 questions to the Office of Board Governance regarding the return to the classroom on or before March 25, 2021. Responses to these questions may be found in **Appendix I**.

- ① Board Member Questions/Responses
- ② Parent Engagement Session FAQ

COVID Signage for Buildings, Schools, Classrooms, and Offices

Poster 12x18 (laminated) • Oversize Poster 24x36 (laminated) • Flyer (8.5x11)

Wash hands frequently.
Lávate las manos con frecuencia.

French: Lavez fréquemment vos mains.
German: Wasche dir häufig die Hände.
Italian: Lavati le mani frequentemente.
Mandarin Chinese: 经常洗手。
Hmong Nraug: Hmoov ibn.

Korean: 손을 자주 씻으세요.
Arabic: اغسل يديك كثيراً.
Russian: Мыть руки часто.
Spanish: Lávate las manos con frecuencia.
Tagalog: Maghugas ng kamay nang madalas.
Vietnamese: Rửa tay thường xuyên.

Wear a mask.
Usa un tapabocas.

French: Portez un masque.
German: Trage eine Maske.
Italian: Indossare una mascherina.
Mandarin Chinese: 戴口罩。
Hmong Nraug: Qhov noov thab dhoov nraug.

Korean: 마스크를 꼭 착용하세요.
Arabic: استخدموا الكمامات.
Russian: Надевайте маску.
Spanish: Usa un tapabocas.
Tagalog: Gumamit ng tapabocas.
Vietnamese: Luôn đeo khẩu trang.

Keep social distance.
Mantén la distancia social.

French: Maintenez l'écartement social.
German: Halte den vorgegebenen Abstand ein.
Italian: Mantenete il distanziamento sociale.
Mandarin Chinese: 保持社交距离。
Hmong Nraug: Qhov noov thab dhoov nraug.

Korean: 사회적 거리두기를 꼭 지켜주세요.
Arabic: حافظوا المسافة الاجتماعية.
Russian: Сохраняйте социальную дистанцию.
Spanish: Mantén la distancia social.
Tagalog: Maghugas ng kamay nang madalas.
Vietnamese: Luôn giữ khoảng cách xã hội.

Stay home if sick.
Quédate en casa si estás enfermo.

French: Si vous êtes malade, restez chez vous.
German: Bleibe zu Hause, wenn du krank bist.
Italian: Mantieniti a casa se sei malato.
Mandarin Chinese: 如果生病就呆在家里。
Hmong Nraug: Hmoov nraug thab dhoov nraug.

Korean: 아프다면 집에 있으세요.
Arabic: ابقوا في المنزل إذا كنتم مريضين.
Russian: Оставайтесь дома, если вы больны.
Spanish: Quédate en casa si estás enfermo.
Tagalog: Maghugas ng kamay nang madalas.
Vietnamese: Luôn ở nhà nếu bạn đang ốm.

Take care of yourself.
Cuidate.

French: Prenez soin de vous.
German: Pass auf dich auf.
Italian: Abbiati cura di voi stessi.
Mandarin Chinese: 照顾好自己。
Hmong Nraug: Hmoov nraug thab dhoov nraug.

Korean: 자신을 잘 챙기세요.
Arabic: اهتموا بكمself.
Russian: Заботьтесь о себе.
Spanish: Cuidate.
Tagalog: Maghugas ng kamay nang madalas.
Vietnamese: Luôn chăm sóc bản thân.

Only one person is allowed in the elevator at a time.
Push elevator buttons with an object rather than your hands. Face the walls of the elevator when riding. When possible, take the stairs.

Se permite sólo una persona en este elevador a la vez.
Presionar el botón del elevador con un objeto en vez de usar las manos. Orientarse hacia la pared del elevador. Cuando sea posible, usar las escaleras.

No more than two people are allowed in the elevator at a time.
Push elevator buttons with an object rather than your hands. Face the walls of the elevator when riding. When possible, take the stairs.

No se permiten más de dos personas en el elevador a la vez.
Presionar el botón del elevador con un objeto en vez de usar las manos. Orientarse hacia la pared del elevador. Cuando sea posible, usar las escaleras.

No more than three people are allowed in the elevator at a time.
Push elevator buttons with an object rather than your hands. Face the walls of the elevator when riding. When possible, take the stairs.

No se permiten más de tres personas en el elevador a la vez.
Presionar el botón del elevador con un objeto en vez de usar las manos. Orientarse hacia la pared del elevador. Cuando sea posible, usar las escaleras.

No more than 2 people are allowed in the bathroom at a time.
Push elevator buttons with an object rather than your hands. Face the walls of the elevator when riding. When possible, take the stairs.

No se permiten más de 2 personas a la vez en el baño.

Only one person is allowed in the bathroom at a time.

Se permite sólo una persona a la vez en el baño.

No more than 2 people are allowed in the bathroom at a time.

No se permiten más de 2 personas a la vez en el baño.

No more than 3 people are allowed in the bathroom at a time.

No se permiten más de 3 personas a la vez en el baño.

MPS MILWAUKEE PUBLIC SCHOOLS

No more than _____ people are allowed in the bathroom at a time.

No se permiten más de _____ personas a la vez en el baño.

Milwaukee Public Schools, 1200 North Lincoln Drive, Milwaukee, WI 53212, 414-224-3000, www.mps.k12.wi.us

MPS MILWAUKEE PUBLIC SCHOOLS

Walk this way.
Caminar en esta dirección.



Milwaukee Public Schools, 1200 North Lincoln Drive, Milwaukee, WI 53212, 414-224-3000, www.mps.k12.wi.us

MPS MILWAUKEE PUBLIC SCHOOLS

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MPS MILWAUKEE PUBLIC SCHOOLS

Walk this way.
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Walk this way.
Caminar en esta dirección.



Milwaukee Public Schools, 1200 North Lincoln Drive, Milwaukee, WI 53212, 414-224-3000, www.mps.k12.wi.us

MPS MILWAUKEE PUBLIC SCHOOLS

No public access.
STOP!
No hay acceso público.



Milwaukee Public Schools, 1200 North Lincoln Drive, Milwaukee, WI 53212, 414-224-3000, www.mps.k12.wi.us

MPS MILWAUKEE PUBLIC SCHOOLS

Closed to the public.
STOP!
Cerrado al público.



Milwaukee Public Schools, 1200 North Lincoln Drive, Milwaukee, WI 53212, 414-224-3000, www.mps.k12.wi.us

MPS MILWAUKEE PUBLIC SCHOOLS

No visitors. Employees only.
STOP!
No se permiten visitantes. Empleados solamente.



Milwaukee Public Schools, 1200 North Lincoln Drive, Milwaukee, WI 53212, 414-224-3000, www.mps.k12.wi.us

MPS MILWAUKEE PUBLIC SCHOOLS



Please wipe down equipment and items after each use.
Limpie el equipo y los objetos después de cada uso.

Milwaukee Public Schools, 1200 North Lincoln Drive, Milwaukee, WI 53212, 414-224-3000, www.mps.k12.wi.us

MPS MILWAUKEE PUBLIC SCHOOLS

Use cleaner to wipe down surface before and after use.



Utilice un limpiador para limpiar las superficies antes y después del uso.

Milwaukee Public Schools, 1200 North Lincoln Drive, Milwaukee, WI 53212, 414-224-3000, www.mps.k12.wi.us

MPS MILWAUKEE PUBLIC SCHOOLS

Entrance Only
Entrada solamente.

Milwaukee Public Schools, 1200 North Lincoln Drive, Milwaukee, WI 53212, 414-224-3000, www.mps.k12.wi.us

MPS MILWAUKEE PUBLIC SCHOOLS

Exit Only
Salida solamente.

Milwaukee Public Schools, 1200 North Lincoln Drive, Milwaukee, WI 53212, 414-224-3000, www.mps.k12.wi.us

MPS MILWAUKEE PUBLIC SCHOOLS



Be safe. Use hand sanitizer.

Sea prudente. Utilice un desinfectante para las manos.

Hand sanitizer is available in all classrooms, common areas, and the cafeteria. Please use it frequently to help reduce the spread of germs. For more information, visit www.mps.k12.wi.us.

MPS MILWAUKEE PUBLIC SCHOOLS



Be safe. Use hand sanitizer.

Sea prudente. Utilice un desinfectante para las manos.

Hand sanitizer is available in all classrooms, common areas, and the cafeteria. Please use it frequently to help reduce the spread of germs. For more information, visit www.mps.k12.wi.us.

MPS MILWAUKEE PUBLIC SCHOOLS


Body temperature check.

Control de la temperatura corporal.



Body temperature checks are being conducted in all classrooms, common areas, and the cafeteria. Please cooperate with staff to help reduce the spread of germs. For more information, visit www.mps.k12.wi.us.

MPS MILWAUKEE PUBLIC SCHOOLS



When using this room:

Wear masks, limit guests to no more than 10 people, respect social distance, and wipe down after each use.

Al utilizar este cuarto:

Usar mascarillas, limitar los invitados a no más de 10 personas, respetar la distancia social y desinfectar después de cada uso.

For more information, visit www.mps.k12.wi.us.

MPS MILWAUKEE PUBLIC SCHOOLS

Welcome!

We have expanded our cleaning and sanitation procedures to ensure safety for students, families, and staff. At this time, essential visitors, such as parents/guardians, can enter by appointment only. Call the school office to schedule a time.

¡Bienvenido!

Expandimos nuestros procedimientos de limpieza y sanidad para la seguridad de los estudiantes, las familias y el personal. Por el momento, los visitantes esenciales, tales como los padres y tutores no podrán entrar si no tienen cita. Llame a la oficina de la escuela para encontrar una hora.

For more information, visit www.mps.k12.wi.us.

MPS MILWAUKEE PUBLIC SCHOOLS



This table is not available for use.

Esta mesa no está disponible para el uso.

For more information, visit www.mps.k12.wi.us.

MPS MILWAUKEE PUBLIC SCHOOLS

Visitor Guidelines

Do not enter if you have a known exposure to COVID-19 or are sick. Do not enter if you feel ill, have chills, a sore throat, or a cough.




Directrices para los visitantes

No entre si ha estado expuesto al COVID-19 o si está enfermo. No entre si se siente mal, si tiene escalofríos, dolor de garganta o tos.

For more information, visit www.mps.k12.wi.us.

MPS MILWAUKEE PUBLIC SCHOOLS



For your health and well-being, this restroom is temporarily closed.


Por su salud y bienestar, estos baños están temporalmente cerrados.

For more information, visit www.mps.k12.wi.us.

MPS MILWAUKEE PUBLIC SCHOOLS

Cover Coughs and Sneezes

Keep our community healthy! Cover your mouth and nose with a tissue when sneezing or coughing. If you don't have a tissue, use your elbow. Wash hands frequently — especially after a cough or sneeze.



Tápese la boca al toser y estornudar

¡Mantengamos a nuestra comunidad saludable! Tápese la boca y la nariz con un pañuelo de papel al estornudar o toser. Si no tiene un pañuelo de papel, utilice el codo. Lávese las manos con frecuencia, en especial después de toser o de estornudar.

For more information, visit www.mps.k12.wi.us.

MPS MILWAUKEE PUBLIC SCHOOLS

Isolation Room

No Unauthorized Entry.




Salón de aislamiento

No se permite el ingreso no autorizado.

For more information, visit www.mps.k12.wi.us.

MPS MILWAUKEE PUBLIC SCHOOLS

Keep proper physical distance.



Respete la distancia social.

For more information, visit www.mps.k12.wi.us.

MPS MILWAUKEE PUBLIC SCHOOLS

This fountain is for refilling water bottles only. Please do not drink directly from the fountain.



This fountain is for refilling water bottles only. Please do not drink directly from the fountain.

For more information, visit www.mps.k12.wi.us.



Floor decal – 1.5 ft.

How many floor decals do I need?

Floor tiles are typically 12” so figure the area of the public side of the office (length x width in feet) and divide by 36 will tell you how many “should” be allowed.

$10' \times 12' = 120 \text{ sq. ft.} / 36 = 3 \text{ people.}$

Please wipe down equipment and items after each use.
Limpie el equipo y los objetos después de cada uso.

MPS MILWAUKEE PUBLIC SCHOOLS

French: Veuillez nettoyer l'équipement et les objets après chaque utilisation. German: Bitte reinigen Sie das Equipment und die Gegenstände nach jeder Benutzung. Italian: Pulisci l'attrezzatura e gli oggetti dopo ogni utilizzo. Mandarin Chinese: 每次使用后，请擦拭设备。 English: Please wipe down equipment and items after each use. Hindi: प्रत्येक उपयोग के बाद उपकरणों और वस्तुओं को साफ करें। Korean: 사용 후 장비와 물품을 닦아주세요. Russian: Очищайте оборудование и предметы после каждого использования. Spanish: Limpie el equipo y los objetos después de cada uso. Arabic: نظف المعدات والأشياء بعد كل استخدام. Urdu: ہر استعمال کے بعد سامان اور اشیاء کو صاف کریں۔

Use cleaner to wipe down surface before and after use.
Utilice un limpiador para limpiar las superficies antes y después del uso.

MPS MILWAUKEE PUBLIC SCHOOLS

French: Utilisez un produit nettoyant pour nettoyer les surfaces avant et après utilisation. German: Benutze ein Reinigungsmittel, um die Oberflächen vor und nach der Benutzung zu reinigen. Italian: Usa un prodotto per pulire le superfici prima e dopo l'uso. Mandarin Chinese: 使用清洁剂在每次使用前和使用后清洁表面。 English: Use cleaner to wipe down surface before and after use. Hindi: उपयोग के पहले और बाद में सतहों को साफ करने के लिए साफकाम का उपयोग करें। Korean: 사용 전후 표면을 청소하십시오. Russian: Используйте средство для чистки поверхностей до и после использования. Spanish: Utilice un limpiador para limpiar las superficies antes y después del uso. Arabic: استخدم منظف لتنظيف الأسطح قبل وبعد الاستخدام. Urdu: استعمال کے پہلے اور بعد میں سطحوں کو صاف کرنے کے لیے صاف کرنے والے مواد کا استعمال کریں۔

Be safe. Use hand sanitizer.
Sea prudente. Utilice un desinfectante para las manos.

MPS MILWAUKEE PUBLIC SCHOOLS

French: Soyez prudent. Utilisez un désinfectant pour les mains. German: Seien Sie vorsichtig. Benutzen Sie Handdesinfektionsmittel. Italian: Sia prudente. Utilizzi un disinfettante per le mani. Mandarin Chinese: 注意安全，使用手消毒剂。 English: Be safe. Use hand sanitizer. Hindi: सावधान रहें, हाथों के लिए डिसेन्फिंटिंग का उपयोग करें। Korean: 안전하세요. 손소독제를 사용하십시오. Russian: Будьте осторожны. Используйте дезинфицирующее средство для рук. Spanish: Sea prudente. Utilice un desinfectante para las manos. Arabic: كن حذرا. استخدم مطهر لليدين. Urdu: احتیاط کریں۔ ہاتھوں کے لیے ہینڈ ڈسینفینٹنگ کا استعمال کریں۔

Body temperature check.
Control de la temperatura corporal.

MPS MILWAUKEE PUBLIC SCHOOLS

French: Contrôle de la température corporelle. German: Überprüfung der Körpertemperatur. Italian: Controllo della temperatura corporea. Mandarin Chinese: 检查体温。 English: Body temperature check. Hindi: शरीर की तापमान जांचें। Korean: 체온 측정. Russian: Проверка температуры тела. Spanish: Control de la temperatura corporal. Arabic: فحص درجة حرارة الجسم. Urdu: جسم کی درجہ حرارت جانچیں۔

When using this room: Wear masks, limit guests to no more than ___ people, respect social distance, and wipe down after each use.
Al utilizar este cuarto: Usar mascarillas, limitar los invitados a no más de ___ personas, respetar la distancia social y desinfectar después de cada uso.

MPS MILWAUKEE PUBLIC SCHOOLS

French: Lorsque vous utilisez cette pièce: Portez des masques, limitez les invités à au plus ___ personnes, respectez la distance sociale et désinfectez après chaque utilisation. German: Bei der Nutzung dieses Raumes: Tragen Sie Masken, beschränken Sie die Gäste auf nicht mehr als ___ Personen, halten Sie die soziale Distanz ein und desinfizieren Sie nach jeder Benutzung. Italian: Quando si utilizza questa stanza: Usare mascherine, limitare gli invitati a non più di ___ persone, rispettare la distanza sociale e disinfettare dopo ogni utilizzo. Mandarin Chinese: 使用此房间时：佩戴口罩，限制客人不超过___人，保持社交距离，每次使用后消毒。 English: When using this room: Wear masks, limit guests to no more than ___ people, respect social distance, and wipe down after each use. Hindi: इस कमरे का उपयोग करते समय: मास्क पहनें, अतिथियों को अधिकतम ___ लोगों से कम रखें, सामाजिक दूरी बनाए रखें और प्रत्येक उपयोग के बाद सफाई करें। Korean: 이 방을 사용할 때: 마스크를 착용하고, 손님을 ___명 이하로 제한하며, 사회적 거리두기를 지켜주세요. Russian: При использовании этой комнаты: носите маски, ограничьте количество гостей до ___ человек, соблюдайте социальную дистанцию и дезинфицируйте после каждого использования. Spanish: Cuando se utiliza esta habitación: Usar mascarillas, limitar los invitados a no más de ___ personas, respetar la distancia social y desinfectar después de cada uso. Arabic: عند استخدام هذه الغرفة: ارتدِ كمامات، اقل الضيوف إلى ما لا يزيد عن ___ أشخاص، احترم المسافة الاجتماعية واطهر بعد كل استخدام. Urdu: اس کمرے کا استعمال کرتے ہوئے: ماسک پہنیں، میہمانوں کو زیادہ سے زیادہ ___ لوگوں سے کم رکھیں، سماجی فاصلہ رکھیں اور ہر استعمال کے بعد صاف کریں۔

This table is not available for use.
Esta mesa no está disponible para el uso.

MPS MILWAUKEE PUBLIC SCHOOLS

French: Cette table n'est pas disponible. German: Dieser Tisch ist nicht verfügbar. Italian: Questo tavolo non è disponibile. Mandarin Chinese: 此桌子不可用。 English: This table is not available for use. Hindi: इस मेज़ का उपयोग नहीं किया जा सकता है। Korean: 이 테이블은 사용이 불가합니다. Russian: Этот стол недоступен. Spanish: Esta mesa no está disponible para el uso. Arabic: هذه الطاولة غير متاحة للاستخدام. Urdu: اس میز کا استعمال نہیں کیا جا سکتا ہے۔

Wash hands frequently. Wear a mask. Keep social distance. Stay home if sick. Take care of yourself.

MPS MILWAUKEE PUBLIC SCHOOLS

French: Lavez-vous les mains fréquemment. Portez un masque. Maintenez la distance sociale. Restez à la maison si vous êtes malade. Prenez soin de vous-même. German: Waschen Sie sich häufig die Hände. Tragen Sie eine Maske. Halten Sie die soziale Distanz ein. Bleiben Sie zuhause, wenn Sie krank sind. Nehmen Sie sich selbst in die Hand. Italian: Lavarsi le mani frequentemente. Usare una mascherina. Mantenere la distanza sociale. Restare a casa se si è malati. Prendersi cura di sé stessi. Mandarin Chinese: 勤洗手。戴口罩。保持社交距离。生病时呆在家里。照顾好自己。 English: Wash hands frequently. Wear a mask. Keep social distance. Stay home if sick. Take care of yourself. Hindi: हाथों को अक्सर धोएं। मास्क पहनें। सामाजिक दूरी बनाए रखें। यदि बीमार हों तो घर पर रहें। अपने आपकी देखभाल करें। Korean: 손을 자주 씻으세요. 마스크를 착용하십시오. 사회적 거리두기를 지켜주세요. 아프다면 집에 있으세요. 자기 자신을 돌보세요. Russian: Часто мойте руки. Надевайте маску. Соблюдайте социальную дистанцию. Оставайтесь дома, если вы больны. Заботьтесь о себе. Spanish: Lávese las manos con frecuencia. Use un tapabocas. Mantenga la distancia social. Quédate en casa si estás enfermo. Cuidate. Arabic: اغسل يديك باستمرار. ارتدِ كمامة. احترم المسافة الاجتماعية. ابق في المنزل إذا كنت مريضاً. اهتم بنفسك. Urdu: ہاتھوں کو اکثر دھوئیں۔ ماسک پہنیں۔ سماجی فاصلہ رکھیں۔ اگر بیمار ہوں تو گھر پر رہیں۔ اپنے آپ کی دیکھ بھال کریں۔

Safe and Healthy Together
Seguros y saludables juntos

MPS MILWAUKEE PUBLIC SCHOOLS

Wash hands frequently.
Lávete las manos con frecuencia.

Wear a mask.
Usa un tapabocas.

Keep social distance.
Mantén la distancia social.

Stay home if sick.
Quédate en casa si estás enfermo.

Take care of yourself.
Cuidate.

Safe and Healthy Together
Seguros y saludables juntos

MPS MILWAUKEE PUBLIC SCHOOLS

Wash hands frequently.
Lávete las manos con frecuencia.

Wear a mask.
Usa un tapabocas.

Keep social distance.
Mantén la distancia social.

Stay home if sick.
Quédate en casa si estás enfermo.

Take care of yourself.
Cuidate.

Table tents
8.5x11 (folded in half)

Appendix B



**MILWAUKEE
PUBLIC SCHOOLS**

OFFICE OF HUMAN RESOURCES
Employee Rights Administration Division
5225 West Vliet Street
P.O. Box 2181
Milwaukee, WI 53201-2181
Phone: 414-475-8161
Fax: 414-777-7857

COVID MEDICAL INFORMATION QUESTIONNAIRE

Employee: _____ Physician/Health
Care Professional _____

Position Title _____ Specialty _____

Job Site: _____ Address _____

Phone: _____ Phone _____

The above-referenced employee has indicated to Milwaukee Public Schools (MPS) that s/he has a medical condition which may require reasonable accommodations. You are being asked to provide information that focuses on whether this employee can perform her/his specific job in person as described below with or without accommodations and/or whether this employee can perform the job without posing a direct threat to the health or safety of the employee or others. This includes the ability to maintain regular and predictable attendance. Please provide measurable restrictions to the extent possible.

Questions

(Use Continuation Page as Needed)

- 1 Does this employee have one or more medical restrictions related to the COVID 19 Pandemic which interfere with his/her ability to perform the employee's job? If so, please provide the diagnosis of the medical condition(s) at issue.

Current Diagnosis (Provide Diagnosis Here):

Medical facts that support this diagnosis:

- 2 If this employee has work restrictions related to the COVID 19 Pandemic caused by a medical impairment, please describe applicable work restrictions in the questions below. Please specifically clarify restrictions related to her/his return to in person work. (Please specify in as much detail as possible so that management has practical guidance regarding accommodation requirements).

- 3 Please indicate if the above-referenced restrictions are permanent. If not permanent, what is the expected duration of each restriction?

- 4 Are there reasonable accommodations which you believe will effectively address the above referenced work restrictions? If so, please provide your recommendation(s) below.

- 5 Other Comments. Please provide the rationale for the employee's restrictions unless the rationale is obvious.

- 6 Finally, if the employee has any non-COVID-related work restrictions which require job accommodation, please provide the diagnosis, describe the restrictions, and estimate the duration of the restriction(s).

Physician/Health Care Professional's Signature

Printed Name of Health Care Professional

Date

Phone Number of Health Care Professional

MPS is not responsible for any financial charges associated with completing this form; the employee is responsible for obtaining the information.

Note: The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by law. To comply with this law, we are asking that you not provide any genetic information when responding to this request for medical information. "Genetic Information," as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

JRG/ff:

3/16/21



concentric
by GINKGO



**MILWAUKEE
PUBLIC SCHOOLS**

COVID-19 Testing Consent

Concentric by Ginkgo, a service provided by Ginkgo Bioworks, Inc. ("Concentric"), is providing a COVID-19 testing program in the form of "pooled testing" and/or "diagnostic tests" (the "Program") to Milwaukee Public Schools ("MPS"). The pooled tests offered through the Program were validated using FDA recommendations. It shows if anyone in a "pool" is sick. However, the test does not show specifically who is sick. Diagnostic tests show if a particular individual is sick. The diagnostic tests offered through a program are FDA-authorized and include rapid antigen tests and PCR/molecular tests.

Each participant must read and sign this form before taking part in the Program. If the participant is under the age of 18 ("Minor"), a parent or legal guardian must read and sign this form on behalf of the Minor before the Minor's participation in the Program.

Key highlights of the consent are:

- Like most COVID-19 tests, neither the pooled nor diagnostic tests used in this program are FDA-approved. (Note: The word "approved" means a very specific thing in the eyes of the FDA. As of early 2021, no COVID-19 tests have been approved by the FDA.)
- Pooled tests do not provide individual results for each person in a pool. However, if a positive result is produced from a pooled test, all persons in that pool will be notified.
- Individual diagnostic tests may be used as "follow-up tests" if a pooled test produces a positive result. They may also be used on their own. MPS providing the test under the Program will determine when and how diagnostic testing will be used.
- Since diagnostic tests do provide individual results, each person will be notified of each result from every diagnostic test he/she/they perform.
- You can revoke your consent at any time.
- Potential risks from collecting a sample include slight discomfort.

Please carefully read and sign the following Consent

Throughout the consent, "you" and "your" refer to the person whose information and sample(s) is/are being provided for testing and who will receive the services as may be provided under the Program ("Test Taker"). **By signing this consent, you confirm that you are the Test Taker or the appropriate parent, guardian, or legally authorized individual to provide consent for the below named Minor Test Taker and:**

- A. You authorize the collection and testing of pooled COVID-19 tests and /or individual diagnostic tests as requested by MPS on the Test Taker (including rapid antigen tests and PCR/molecular tests). You understand that all sample types will be non-invasive, short nasal swabs or saliva. Potential risks from sample collection include discomfort from the insertion of the swabs. The irritation is expected to be brief.
- B. You understand that pooled tests of this type are not required to be approved or authorized by the U.S. Food & Drug Administration (FDA), and You understand pooled tests are not an FDA approved or authorized test nor a medical diagnostic test. You understand that individual diagnostic tests provided by Concentric are FDA authorized under an emergency use authorization.

Created 1/19/2021

- C. You understand that pooled testing does not yield individual results for each member of a pool, and that the results of the Test Taker's *individual* results within a pooled test cannot be shared with you. You understand MPS may receive the results of any test.
- D. You understand that you will be notified about the results of any individual diagnostic PCR or molecular test for COVID-19.
- E. You understand that, as with any COVID-19 test, there is the potential for a false positive or false negative COVID-19 test result and that the potential for an errant COVID-19 test result may be higher with pooled testing than individual testing.
- F. You understand that neither Concentric nor MPS is acting as the Test Taker's medical provider, this testing does not replace treatment by the Test Taker's medical provider, and you assume complete and full responsibility to take appropriate action with regards to the Test Taker's test results. You will not make medical decisions without consulting a healthcare provider or disregard medical advice from your healthcare provider or delay seeking such advice based on the test results you receive from pooled or individual testing.
- G. You understand that you can change your mind and cancel this permission at any time, but such cancellation is forward-looking only, and will not affect information you already permitted to be released. To cancel this permission for COVID-19 testing, contact The Test Taker's school or supervisor.
- H. You understand that consent to participate in the Program is required in order for your child to return to in-person learning or, if you are a staff person, for you to return to in-person work.
- I. You understand that Concentric is researching aspects of the COVID-19 virus, such as tracking viral mutations and you further authorize Concentric to sequence viruses and other microbes present in the samples for epidemiological and public health purposes.

You, the undersigned, confirm you have read the above information about the Program, the description of the test samples to be collected, and possible risks of the Program and you understand that this information may also be provided by Concentric upon written request to the Test Taker's school or supervisor. Additional terms and conditions, Concentric's privacy policy, and release authorizations for Concentric testing can be found here: <https://www.concentricbyginkgo.com/consent>. You voluntarily agree to participate (or allow Minor to participate) in the Program.

School/Organization Name: _____

If this consent is for you as the Test Taker	If this consent is for a Minor:
Name (print): _____	Minor's Name (print): _____
Signature: _____	Parent/Legal Guardian Name (print): _____
Date: _____	Parent/Legal Guardian Signature: _____
	Date: _____

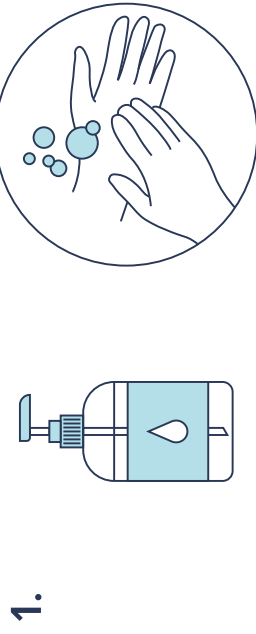


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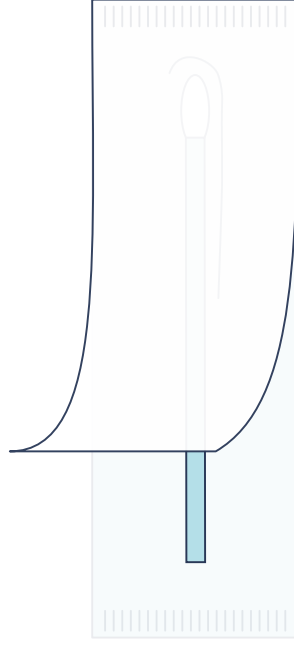
MPS COVID-19 Pool Testing Calendar

	Month	Monday	Tuesday	Wednesday	Thursday	Friday
	April 2021					
Week 2- April 12	School staff receive testing consent form			Testing consent form sent home with students (K-3rd)		Testing consent form sent home with students (K-3rd)
Week 3- April 19	Testing consent form sent home with students (4th- 8th)				Pool Testing of 10 % of students in K-8 schools, multi-grade schools & traditional middle schools	
Week 4- April 26	Testing Consent form sent home with students (HS)				Pool Testing of 10 % of students in K-5 schools & high schools	
	May 2021					
Week 1-May 3	Pool Testing of 10 % of students in K-8 schools, multi-grade schools & traditional middle schools					
Week 2- May 10	Pool Testing of 10 % of students in K-5 schools & high schools					
Week 3- May 17	Pool Testing of 10 % of students in K-8 schools, multi-grade schools & traditional middle schools					
Week 4-May 24	Pool Testing of 10 % of students in K-5 schools & high schools					
Week 5-May 31			Pool Testing of 10 % of students in K-8 schools, multi-grade schools & traditional middle schools			
	June 2021					
Week 1-June 6	Pool Testing of 10 % of students in K-5 schools					
Week 2- June 14	Pool Testing of 10 % of students in K-8 schools					

Instructions for Swabbing Your Nose



2.

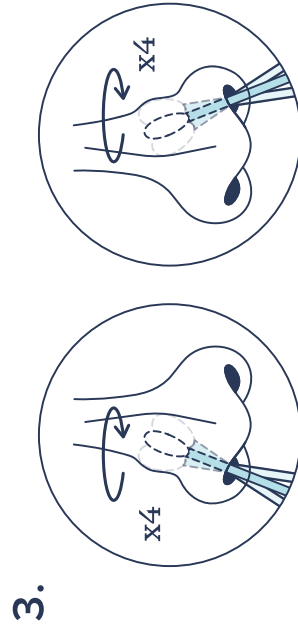


Clean your hands.

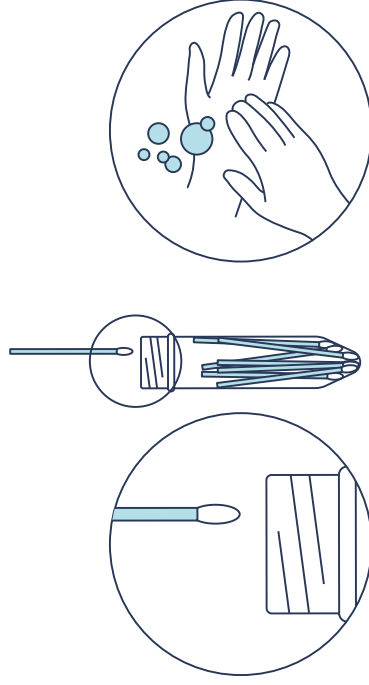
Wash your hands or use hand sanitizer.

Open the swab.

Peel the wrapper open like a packet of string cheese. Be careful — don't touch the cotton tip!



4.



Swab your nose.

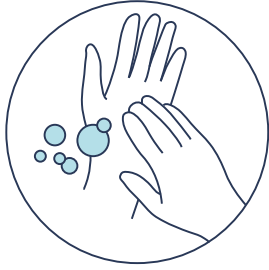
Put the cotton tip into one nostril. Be gentle and stop when you feel push-back. Rub the swab around your nostril in a circle 4 times. Make sure the cotton tip touches the inside of your nose the whole time. Count, “1, 2, 3, 4—switch!” Then do the same in your other nostril.

Put the swab in the tube.

Carefully place the swab in the tube. Booger side down, not up! And be sure not to touch the tube. Then, clean your hands. You're done! Woohoo!

Instructions for Supervising Pooled Testing

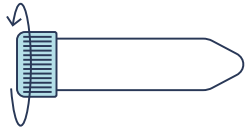
1.



Clean your hands.

Wash your hands before starting. Clean your hands before each time you handle the collection tube.

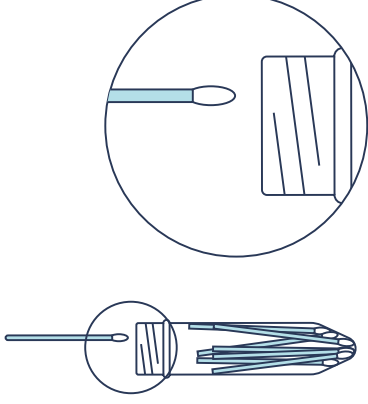
2.



Remove the collection tube cap.

Unscrew the cap. To keep the tube upright, the tube can be placed into a holder like a coffee mug.

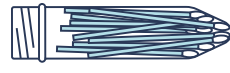
3.



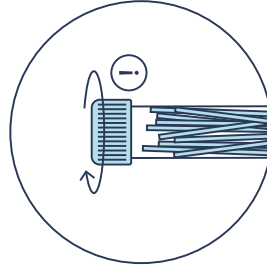
Collect swabs one at a time.

Each test taker will place their swab into the tube with the tip facing down towards the bottom of the tube.

4.



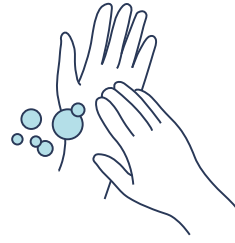
Min 5
Max 25



Close the tube after 25 swabs.

Once you have a minimum of 5 swabs and a maximum of 25 swabs collected, firmly screw the cap back onto the tube.

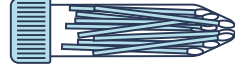
5.



Clean the tube.

Sanitize your hands again. Then sanitize the tube using the supplied wipes. Ensure the cap is tight after cleaning.

6.



Return samples.

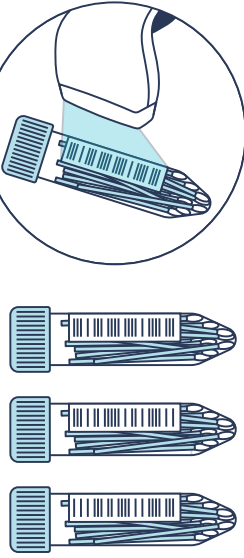
The Test Supervisor or Test Champion will take the tube and place it in a designated biohazard bag.



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Instructions for Preparing a Shipment

1.

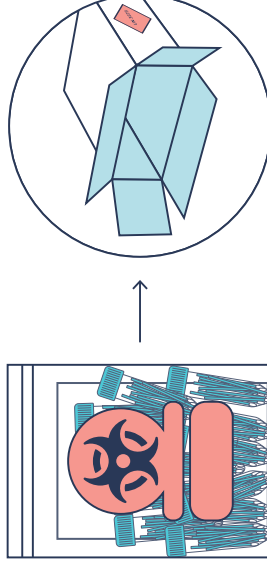


Scan the tube barcodes.

After sample collection, scan the barcode on each sample collection tube, and indicate the number of swabs on the Concentric website.

Please verify that the barcode on the tube matches data in the website after scanning.

2.

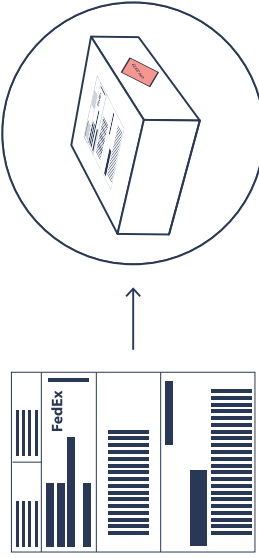


Box up the biohazard bag.

Place swab filled tubes into the biohazard bag and seal (up to 15 tubes per bag) with the absorbent pad included. If you have lost your biohazard bag you may use a ziploc bag with a folded paper towel inside as a replacement.

Place the bag (filled with tubes and the absorbent pad) into the labelled return box and seal the box, making sure not to cover any labels up with tape.

3.



Stick your return label to the outside of the box (do not cover UN3373 sticker).

Arrange for a FedEx pickup or drop off the package in a FedEx box.

To arrange for a FedEx pickup, call 1-800-463-3339 or drop off the package in a FedEx box.

If dropping off at a FedEx location, be sure to ask ahead of time if they accept Category B substances.

CRITICAL SHIPPING DETAILS

As these are Category B substances, tubes **MUST** be placed in a sealed bag with an absorbent pad and that sealed bag **MUST** be placed in a rigid box.

UN3373 label must be clearly displayed on the outside of the box, with nothing obscuring it.

You must ship samples in the provided Concentric return box; if you are low on boxes, please visit support.concentricbyginkgo.com to reorder.



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Appendix C

Sample School Class

Please complete the following fields

Teacher Name	Grade	Classroom Number	Students in-person	Students online
New Learning Space	Grade(s)	Room Number/Area	# of Students	Staff Member

Appendix D

4/6/2021

Reopening School-Based Staffing Needs

Reopening School-Based Staffing Needs

Please complete this survey by 2:00 pm, Monday, April 12, 2021. Your responses will help us in providing instructional and support staff to your school community.

* Required

1. Enter School Name *

Mark only one oval.

- Bay View Upper
- Bay View Lower
- Brown
- Burdick
- Carver
- Cass
- Clement
- Cooper
- Elm Creative Arts
- Fernwood
- Fratney
- Gaenslen
- Garland
- Hartford
- Holmes
- Humbolt Park
- IDEAL
- Maryland
- Milwaukee Parkside
- Milwaukee Chinese Language
- Riverwest
- Siefert
- Trowbridge
- Victory
- Whittier

2. 3. How many positions do you have listed in AESOP that currently do NOT have a permanent teacher of record or is an expansion due to overages in class size (max 18:1)? *

Mark only one oval.

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10+

3. 4. How many of the classrooms with no teacher of record are filled with long term subs, or LTE's? *

Mark only one oval.

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

4. 5. List the names of the Long term subs or LTE's who are covering classes (Please use comma's to separate name. Include grade/content) *

5. 6. How many of the classrooms with no teacher of record are filled with a support teacher (SST, Climate Specialist etc.) or para professionals? *

Mark only one oval.

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

6. 7. List the names of the support teacher(s) (SST, Climate Specialist etc.) or para professional(s) who are covering classes. Include the grade level/content. (Please use comma's to separate name and title.) *

7. 8. How many of the classrooms with no teacher of record are NOT being covered by either a long term sub, LTE, support teacher(s) (SST, Climate Specialist etc.) or para professionals ? List grade level or content. *

Mark only one oval.

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

8. 9. What method of coverage is provided for those classrooms that are NOT being covered by a teacher of record, a long term sub, LTE, support teacher(s) (SST, Climate Specialist etc.) or para professionals? List grade/content and type of coverage) (Write N/A next to grade/content if this does not apply.) *

9. List Classified Staffing Needs Write N/A if this does not apply. *

10. Identify any Special circumstances etc. Write N/A if this does not apply. *

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Google Forms



2020-21 School Based Staff Remote Work Agreement (04/09/2021)

School Site	
Name	
Grade/Subject/Position	
Principal Name	

Before completing this remote work agreement, please ensure you've read the information in the Agreements sections as well as the MPS Employee Handbook. Remote Work Agreements must be reviewed and approved by the principal before remote work begins.

1. In order to carry out my duties for Milwaukee Public Schools outside of the school building, I certify that I have daily access to: (check all that apply)

_____ A computer/laptop with camera, microphone and speakers

Check One: Personal

School Issued

_____ Reliable internet services

_____ My school's virtual learning schedule for my assigned classes

2. Weekly Plan – My proposed work schedule would include the remote work activities indicated in the weekly schedule below. Please complete the boxes with work duties descriptions such as synchronous instruction, office hours, team meeting and small group instruction. (These are examples only.)

	Monday	Tuesday	Wednesday	Thursday	Friday
Mornings					
Afternoons					

3. I would like for the remote work agreement to cover the scheduled work days beginning _____ and ending on _____.



4. My remote work option will contribute to the success of my students and the attainment of my SLO goals as well as the school’s SIP goals by:

Agreements:

1. The School Based Staff Remote Work Agreement is not a contract of employment and does not change any terms of employment as outlined in the MPS Employee Handbook.
2. The Remote Work Agreement will be in effect once approved by the building principal for the term indicated on the agreement. If the employee wishes to end the agreement prior to end date, the employee shall indicate in writing the new ending date to the building principal.
3. The employee agrees to structure his or her time to ensure availability at required meetings or to perform assigned instructional duties according to the school’s virtual learning schedule. A leader may require that the employee convert back to in person teaching if the employee is not attending scheduled instructional periods or virtual meetings.
4. Standard daily work hours (set by the school) will be in place. Employees must report absences (sick leave, professional development, etc) to the school according to the MPS Employee Handbook when not able to follow the indicated schedule in section 2.
5. While engaging in remote work, the employee understands that MPS will not be responsible for remote work costs including but not limited to: maintenance or repairs of privately-owned equipment, Utility costs including internet costs, personal equipment and supplies for virtual work, travel expenses to the school or Central Office.
6. Employee agrees to maintain a safe, secure work environment and to report work-related injuries to the employee’s supervisor at the earliest reasonable opportunity.
7. Employee understands that all equipment, records, and materials provided by Milwaukee Public Schools shall remain the property of Milwaukee Public Schools.
8. By signing this agreement, the employee certifies that he or she has reviewed and understand the MPS Employee Handbook and will follow the district’s expectations and Code of Conduct while working for an appropriate environment outside of the school building assigned.

Employee Signature: _____

Date: _____

Principal Signature: _____

Date: _____

Remote Work Acknowledgment Form

Milwaukee Public Schools Expectations

In the instance of an extenuating circumstance, remote work is a work arrangement in which some, or all, of the work is performed from home or another off-site location. Regular office hours should be worked and deviations from that schedule require supervisor approval. In times of emergency, remote work may be an option or a requirement for applicable employees. This extends to ensuring that applicable Milwaukee Public Schools employees are able to work from home or another remote location when necessary.

Not all jobs are appropriate for remote work. The employee must be in a job classification that is capable of being performed remotely. Job functions that are not able to be performed remotely may explore options with their supervisor. Supervisors are responsible to ensure that their departments perform critical work to care for and maintain operations to the appropriate extent communicated by Milwaukee Public Schools.

Remote work during an emergency must be discussed with and approved by your chief in advance. As work progresses, Milwaukee Public Schools will regularly assess how well the remote work concept functions.

Milwaukee Public Schools reserves the right to cancel any and all remote work arrangements at any time. As technologies and work requirements change over time, this guidance covering work outside of the office may require adjustments. New conditions may arise that are not covered by this guidance.

Failure to complete assignments; lack of support for co-workers; inability to perform quality work; or abuse of remote work acknowledgment may result in a loss of remote work privileges.

1. This acknowledgment is between department name and employee name to establish the terms and conditions and for temporarily performing work at an alternate work site with the following frequency (e.g. daily each week, on the same day every week, or on some routine basis).
2. This acknowledgment begins on date . You understand that this acknowledgment is to permit you to work remotely is a temporary measure only, and will be reviewed continuously. Milwaukee Public Schools may alter this schedule or end the temporary remote work acknowledgment at any time at its discretion.
3. This acknowledgment will remain in effect unless altered or terminated at any time as described.
4. The following conditions apply:
 - a. Employee must complete a [work plan](#) and submit it with this signed Remote Work Acknowledgment Form.
 - b. Employee's remote work site location is
 - i. home address

- c. Employee's remote work phone number is
 - i. home phone

While working remotely, employee will:

- a. remain accessible during the remote work schedule and provide a response to supervisors immediately, and other emails and phone calls within 24 hours;
 - b. have access to a computer, internet connection, phone, work voicemail and all needed work supplies;
 - i. If your access to any of these tools is limited, employee will contact their supervisor immediately.
 - c. check in with the supervisor to discuss status, open issues and determine projects employee is responsible for;
 - d. be available for video/teleconferences, scheduled on an as-needed basis;
 - e. be available to physically attend scheduled work meetings as requested or required;
 - f. take rest and meal breaks while working remotely in full compliance with all applicable policies or collective bargaining agreements; and
 - g. request supervisor approval to use vacation, sick, or other leave in the same manner as when working at employee's regular work location.
5. Employee's duties, obligations, responsibilities, and conditions of employment with Milwaukee Public Schools remain unchanged except those obligations and responsibilities specifically addressed in this acknowledgment. Job responsibilities, standards of performance, and performance appraisals remain the same as when working at the regular Milwaukee Public Schools work site. The supervisor reserves the right to assign work as necessary.
- a. Supervisor and employee must predetermine projects and tasks assigned at the start of each week/day. A work status check should be maintained and can be unique to each employee, as long as predetermined work is being noted and accomplished.
6. The parties acknowledge that this acknowledgment may be evaluated on an ongoing basis to ensure that employee's work quality, efficiency, and productivity are not compromised by the remote work arrangement described herein.
7. Employee acknowledges that they contribute to the reputation of Milwaukee Public Schools in the way they present themselves. All employees are expected to dress in a professional manner. The district recognizes the varied job responsibilities of its employees, and as such, employees are expected to dress in a manner which reflects the responsibilities and duties of the employee's position, including virtual meetings. Clothing with MPS logos is permitted and encouraged where appropriate for the employee's position and duties.
8. Employee acknowledges that if their manager deems that the temporary remote work arrangement described in this acknowledgment is not working effectively or as

envisioned, management may at any time adjust or end this acknowledgment. Management will strive to provide at least 24 hours' advance notice of any changes to this acknowledgment.

a. Expectations are as follows:

- i. Business Continuity. What is working well and what challenges are you facing during the telecommuting arrangement?
 - ii. Network connectivity. Is the employee able to access necessary files, programs, and applications?
 - iii. Independence. Is the employee able to stay on track with work and business expectations and timelines?
 - iv. Participation. Is the employee available to customers and co-workers and able to participate in meetings and/or projects via remote collaboration tools?
 - v. Communication. Supervisors, team, and employees are in regular contact and working together effectively and productively for ensuring time deliverables.
 - vi. Good work environment. Supervisors and employees should discuss an effective work environment.
9. Employee understands methods of communication and has access to emergency contact information.
10. Employee and supervisor should collaboratively review work plans and debrief.

II. Safety & Equipment; Information Security

1. Employee agrees to maintain a safe, secure work environment and to report work-related injuries to the employee's supervisor at the earliest reasonable opportunity. Employee agrees to hold Milwaukee Public Schools harmless for injury to others at the alternate work site. Regarding space and equipment, set-up, and maintenance for telecommuting purposes:
 - a. Employee is responsible for providing space, telephone, printing, networking and/or Internet capabilities at the telecommute location, and shall not be reimbursed by the employer for these or related expenses.
 - i. If employee is using an internet connection they do not own, such as Wi-Fi from a café downstairs or a neighbor's network, employee must take extra care by using a [Virtual Private Network \(VPN\)](#).
 - b. Employee will follow Milwaukee Public Schools security practices, found in [Administrative Policy 6.34](#).
 - c. Employee agrees to protect Milwaukee Public School-owned equipment, records, and materials from unauthorized or accidental access, use, modification, destruction, or disclosure. The precautions described in this agreement apply regardless of the storage media on which information is maintained, the locations where the information is stored, the systems used to process the information, or the process by which the information is stored.

- d. Employee will keep Milwaukee Public Schools owned property safe by:
 - i. Keeping equipment password protected
 - ii. Store equipment in a safe and clean space when not in use.
 - iii. Refrain from downloading suspicious, unauthorized or illegal software.
 - e. Employee agrees to report to their supervisor any incidents of loss, damage, or unauthorized access at the earliest reasonable opportunity.
2. Employee understands that all equipment, records, and materials provided by Milwaukee Public Schools shall remain the property of Milwaukee Public Schools.
 3. Employee understands and agrees that employee's personal vehicle may not be used for Milwaukee Public School business unless specifically authorized in writing by the employee's supervisor in advance of such use.
 4. Employee agrees to return Milwaukee Public Schools-owned equipment, records, and materials within ___ days of termination of this agreement. Within ___ days of written notice, employee must return Milwaukee Public Schools-owned equipment for inspection, repair, replacement, or repossession.
 5. Employee emergency contact information may be used in the event that the employee cannot be contacted using other methods.
 Emergency Contact Name: _____
 Emergency Contact Number: _____
 Emergency Contact Relation: _____

I hereby affirm by my signature that I have read this remote work acknowledgment and understand and agree to all of its provisions.

Employee Signature	Date
Supervisor Signature	Date
Chief Signature	Date

NOTE: A scan of this acknowledgment signed by all three people above and completed work plan must be [uploaded here](#) by the respective office.

The employee and the supervisor should each keep a copy of this acknowledgment and work plan for future reference.



**MILWAUKEE
PUBLIC SCHOOLS**

Office of Academics
Department of Specialized Services
6620 W. Capitol Dr.
Milwaukee, WI 53216
(414) 438-3648 • mps.milwaukee.k12.wi.us

Ensure IEP and 504 Safeguards

Background

The Wisconsin Department of Public Instruction stated in its letter to Milwaukee Public Schools dated February 1, 2021, *“We understand the Milwaukee Board of School Directors (MBSD) approved the provision of in-person learning for students with disabilities at its regular monthly meeting on January 28, 2021. In addition, we understand Milwaukee Public Schools (MPS) intends to provide in-person specially designed instruction and related services to students with disabilities beginning on February 8, 2021 . . . As a reminder, decisions made by the Individualized Education Program (IEP) teams are individualized and based on the unique, disability-related needs of the student. IEPs must be reasonably calculated to allow each student to access specially designed instruction and related services and to make appropriate progress both in the general education curriculum and toward their IEP goals. In-person services should be provided to any student who is unable to receive a free appropriate public education (FAPE) through remote learning alone.”*

IEP meetings were held, and on February 8, 2021, MPS began providing in-person services for students with disabilities who were unable to receive FAPE through the virtual learning environment. These services, provided at three sites in the district, will continue until students return to their home schools for instruction.

On February 22, 2021, students with disabilities who attend MPS charter schools began receiving in-person instruction and IEP support at their schools.

On March 15, 2021, students with disabilities who were enrolled in Project SEARCH began full-day, in-person transition training at their worksites.

Moving Forward

On Wednesday, April 14, 2021, students with disabilities and students who have 504 plans, kindergarten through third grade, will begin in-person instruction at their home schools.

The remainder of students with disabilities at the three sites, grades four through twelve, will remain at one of the three sites until their grade levels return to schools for in-person instruction.

On Monday, April 19, 2021, students with disabilities and students who have 504 plans, grades four through eight, will begin in-person instruction at their home schools. These students will return to in-person instruction at their home schools with their school-based providers.

The remainder of the high school students with disabilities at the three sites will continue at one of two sites until in-person instruction begins at their schools.

On Monday, April 26, 2021, high school students with disabilities and who have a 504 plan and who are unable to receive FAPE through the virtual learning environment and who are in danger of failing will return to in-person instruction at their home schools with their school-based providers.



Students with an IEP or 504 plan who are unable to receive FAPE virtually will be offered the opportunity to attend school in person on Wednesdays, when their peers are asynchronous, to access the supports and services needed. Transportation, as written in the IEP or 504 plan, will be provided for students as well as meals.

Special education caseload managers and service providers, including the special education teacher, will provide services to the students on their caseloads who receive services from two or more providers. Student progress reports and goal attainment data will be used to determine whether the students have made progress as they accessed their education virtually.

An IEP or 504 team meeting can be held or services can be provided based on the IEP/504 plan as written for students who require in-person instruction or therapy to access their education. This would include access to and supports in the general education curriculum.

Alternate Sites for Students with Disabilities

An IEP meeting will be held for students who will have a change in placement to another school location due to limited space in their home schools. This change of placement can be documented in the contingency plan and communicated to the specialized services regional manager.

Mask Requirements for Students with Disabilities

If a student is unable to wear a mask due to a health condition or disability-related need, our district's discipline guide will be used to determine the appropriate action in response to the behavior. Building administration and IEP teams will also work with the family to determine an alternate face covering and a modification plan to increase the amount of time that the student is able to participate with their peers.

Reopening Tutoring Opportunities- Draft

Reopening tutoring opportunities for students include both school and district options. Options include school-based tutoring plan and district options which include Saturday Academies and/or Twilight Centers. The reopening tutoring goals are as follows:

1. Use grade-level content and instructional rigor.
2. Focus on the depth of instruction, not on the pace.
3. Prioritize content and learning.
4. Ensure inclusion of each and every learner.

School Options

Elementary/K-8 and Middle School School-based Tutoring

All elementary, K-8, and middle schools will develop school-based tutoring plans to provide tutoring services either before, during or after school. Plans will be included in the return to school handbook and must address the following:

Why: Standards-based approach to supporting students who are struggling academically

Who: Which grade bands, identify tutors, and/or site coordinator

What: Materials/resources that will be used, topics/content areas supported, and specific platform(s) used

When: Dates and times of tutoring

Where: Location of tutoring

How: Engaging with students and parents, selection of students and staff, and communication plan

Schools may use existing WIN (What I Need) / Intervention time to support tutoring for students who cannot come before and/or stay after school. Plans will be reviewed and approved by the schools' Regional Superintendent or designee. Schools will need to document student participation and outcomes.

High Schools and Traditional Middle Schools

After school tutoring opportunities should be identified by high schools and middle schools based on courses that have high failure rates. Plans will be included in the return to school handbook and must address the following:

Why: Standards-based approach to supporting students who are struggling academically

Who: Identify tutors, and/or site coordinator

What: Materials/resources that will be used, subject areas supported, and specific platform(s) used

When: Dates and times of tutoring

Where: Location of tutoring

How: Engaging with students and parents, selection of students and staff, and communication plan

Plans will be reviewed and approved by the schools' Regional Superintendent or designee. Upon approval, schools will receive M-Cards. Schools will need to document student participation and outcomes. Staff that have no students, will be compensated for one hour and sent home by the designated administrator or teacher leader. All sites must follow procedures recommended by Audit regarding timesheets, student and staff sign-in sheets, and attendance documentation (see attachment) as well as reopening COVID protocols.

District Options

Saturday Academy (grades 6-12)

Tutoring and support will be offered during Saturday Academy from April 24 through May 22, 2021 from 9:00 a.m. to 12:00 p.m. Saturday academy will follow the same procedures regarding payroll, attendance, and staffing as were used in the Breakfast Club: A Saturday Academy in 2016-17 and 2017-18.

Each middle and high school will have the opportunity to host a Saturday Academy. Schools may also partner with another school if they are unable to find enough staff willing to work on Saturday. Having each school or paired schools will enable better communication to the teachers working at Saturday Academy, of what standards students are in need assistance in and/or work needs to be done. During the three hours, students will receive support in one of the following:

1. Making-up Missed Standards: Schools will need to have teachers identify specific performance tasks (assignments) that students need to complete in order to demonstrate basic level or higher mastery of the standards they have missed.
2. Project-Based Learning: Students work on cross curricular projects that address the standards they need work in. Middle school students that complete the project and attend 4 out of 5 sessions will be considered successful and no-longer in danger of retention.
 - a. Middle schools can select either projects from Defined Learning or develop their own from the content area instructional guides (see attachment).
 - b. High schools may choose to develop a cross curricular project for students in danger of failing as a means of demonstrating mastery of standards.
3. Individual Assignments: Students receive help in completing assignments and preparing for assessments.

Staffing of the academies will be up to the schools to determine provided they do not exceed the maximum numbers outlined in the attachments. Staff that have no students, will be compensated for one hour and sent home by the designated administrator or teacher leader. All sites must follow procedures recommended by Audit regarding timesheets, student and staff

sign-in sheets, and attendance documentation (see attachment) as well as reopening COVID protocols.

Twilight Centers

Add additional academic staff to each of the seven twilight centers to provide drop-in assistance to students. Tutoring will be available Monday and Wednesdays for two hours during Twilight hours. Staff will be compensated at the part-time certificate rate (see attachment).

Edgenuity for High School Students

Utilize the Edgenuity online curriculum as a means for students to demonstrate mastery of standards, content, or skills. Managers and curriculum specialists would identify specific Edgenuity units that address standards in core courses. Teachers would need to be able to recommend students for specific units that they are missing. Students would need to successfully complete the assigned units before grades are due.

District Wide Virtual Tutoring: High Schools

The Milwaukee Virtual Student Center is an organization of college students offering free tutoring and college admissions help to MPS students in high school. Tutoring sessions are offered Sunday through Thursday from 5:30 p.m.-7:00 p.m. Website:

<https://sites.google.com/view/mvsc/home> . Students can be provided the link and email address to access this resource.

Marketing Plan

- Begin advertising in April
- Postcards/flyers
 - Save-the-date postcard
 - Flyers with registration links
- Send messages to student Remind and Xello accounts
- Social media (Facebook, Twitter, Instagram)
- Websites
 - School websites with link to Saturday Academy/Twilight page
 - Saturday Academy/Twilight website with registration links and program information
- In-school recruitment
 - Teachers
 - Host virtual informational parent meetings
- Attend parent coordinators meeting to promote programs
- School Messenger (reminders with deadlines for registration, reminder of first day to parents)
- Direct mailings (confirmation for enrollment, participation)
- Submit dates for promoting on MPS calendar

Attachment: Saturday Academy Sample Letter

Dear Parent/Guardian:

There is an exciting new opportunity for middle school students, Saturday Academy! The academy will focus on enriching and supporting each student's learning based on grade level standards to strengthen skills and knowledge and prepare for the 2021-2022 school year.

Students will expand their knowledge and critical thinking skills through engaging cross-curricular projects, creative problem-solving, and collaboration with peers. The learning sessions will build upon your child's ability to think critically, thoughtfully, and strategically.

Location:

Time: **9:00-12:00 noon**

Contact:



**MILWAUKEE
PUBLIC SCHOOLS**

School Name
MPS Reopening Handbook
2020-2021

*Updated **DATE***
*Please note that the Handbook is subject to change based on
guidance from the district*

School Mission/Vision

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Introduction

In Milwaukee Public Schools the health and safety of our students, staff and families will remain our top priority as we continue to carry out our mission during the 2020-2021 school year. The purpose of this handbook is to outline procedures and guidelines to safely reopen our schools according to the reopening timetable approved by the Milwaukee Board of School Directors. Updates to procedures may be made in response to guidance as necessary. Our approach to providing a safe and quality experience will focus on people, places and procedures. Key areas of focus will include physical distancing, mask wearing, handwashing, air quality, sanitation, and providing families with options for remote learning.

We are grateful for the ability to maintain key aspects of our quality programming including the social and emotional opportunities for our students while working within the current requirements and guidelines for health and safety. **Our ability to keep students, staff and families safe depends on the actions of each community member and their dedication to safety within the community at large.** Each family is expected to understand and respect their role in the safety of our school community and to follow the procedures herein. **COVID-19 testing permission will also be required for any student attending in-person, and the permission slip will be forthcoming.** Questions related to these procedures should be forwarded directly to **Principal XXXX** at [email](#) or **Parent Coordinator XXXX** at [email](#).

Drop Off

Student attendance times are as follows.

Start and end times for students and staff

- Non-Bus Students

Please follow the guidance below on “Health and Safety Screening” to make the daily decision to bring your child to school. **Students who are sick or have COVID-19 symptoms should not come to school.**

Students who either walk to school or are dropped off by parents must enter **when and until what time**. We ask that no parents utilize the staff parking lot to drop off students. Please note that **School** staff will provide limited supervision prior to **entry time** and it is therefore the responsibility of the parents to monitor their students. In the event of inclement weather, we are not able to allow students into the building until **early entry time**, so ask that you plan accordingly with clothing, drop-off time, and additional items like umbrellas. All individuals over the age of 2 will be expected to wear masks while waiting outside and maintain a physical distance of at least 6 ft at all times. Any student not wearing a mask will be provided one by the school. Please see more details in the Mask Wearing section of the handbook.

When the bell rings to invite students into the school building, students will **entry procedures**

- Specific entry doors
- Specific procedures
- Specific expectations for where students go when entering and when

Staff members will be available to assist in the process. **Only staff, students, and authorized personnel will be allowed to enter the building**, so we ask that parents say goodbye to students as they prepare to enter the building. Students will be expected to be patient as we work to maintain physical distancing and get all students safely into the building.

Optional – Playground supervision - During the first two weeks of school, primary teachers and assistants will be outside on the East Playground to assist their students in transitioning to their classrooms.

Upon entry into the building, students will report directly to their classrooms with one-way traffic protocols. Staff members will be available to assist in transitioning students to their classrooms in a safe and physically distanced manner.

If a child is tardy (after **late time** when doors close), they should report to the **tardy check in location** where a secretary will check them in and ensure they arrive safely to their classroom or assigned space.

- Bus Students

Many transportation protocols have been put in place including managed capacity at lower the normal number of students, assigned seating of students, safety and cleaning precautions, and required masks. Students who arrive on the bus without a mask will be provided one by the bus driver, and are required to wear their mask at all times. Bus route information will be communicated with families by MPS.

Once the buses arrive at **School** a staff member will be available to greet the students and help to escort them safely off the bus and **entry place** to await the entry into the school building.

Prior to your child getting onto the bus, please review the safety pre-screening checklist below (see “Health and Safety Screening”) to make the decision to send your child on the bus to school or not each morning.

Pick Up

Masks are required to be worn by all individuals over the age of 2 and all individuals are expected to follow a physical distancing of at least 6 ft. while waiting outside. Please see more details in the “Mask Wearing” section of this handbook.

- End of the day pick up: Please wait **place and time of dismissal**. Parking is limited to street and around the school; please do not utilize the staff parking lot for parking. When you have connected with your child(ren), please promptly leave the playground to eliminate crowds.
- Early pick up procedures: Please call the office at **phone number for attendance** and then wait on the **area for pick up from the office**. Parking is limited to street and around the school; please do not utilize the staff parking lot for parking. When you have connected with your child, please promptly leave the playground to eliminate crowds. We ask that no students utilize the playground equipment/tot lot.

Health and Safety Screening

Using the guidance from the CDC, Wisconsin Health Department, and Milwaukee Health Department, we are following guidelines indicated in the document here:

<https://www.dhs.wisconsin.gov/publications/p02767.pdf>

Students and staff are expected to complete a Morning Wellness Check each day before arriving at school. We encourage you to print this checklist and keep it readily available for daily use. A flow chart can also be found here: <https://www.cdc.gov/coronavirus/2019-ncov/downloads/school-screening-flowchart-print.pdf>

Morning Wellness Check

Use the following checklist, which may be updated to include any new information from federal or local health departments.

If you answer yes to any of these questions, please call the school main office to inform the school of the symptoms or exposure at **attendance line phone number** and keep your child home.

- ▶ Does your child show any of the following symptoms that are consistent with COVID-19?
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches

- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- Has your child been around anyone who is sick?
- Has your child been in close contact* with a person who has COVID-19?
- Within the past 24 hours, has your child had a fever (100.4°F/ 38°C and above) and/or used any fever reducing medication?

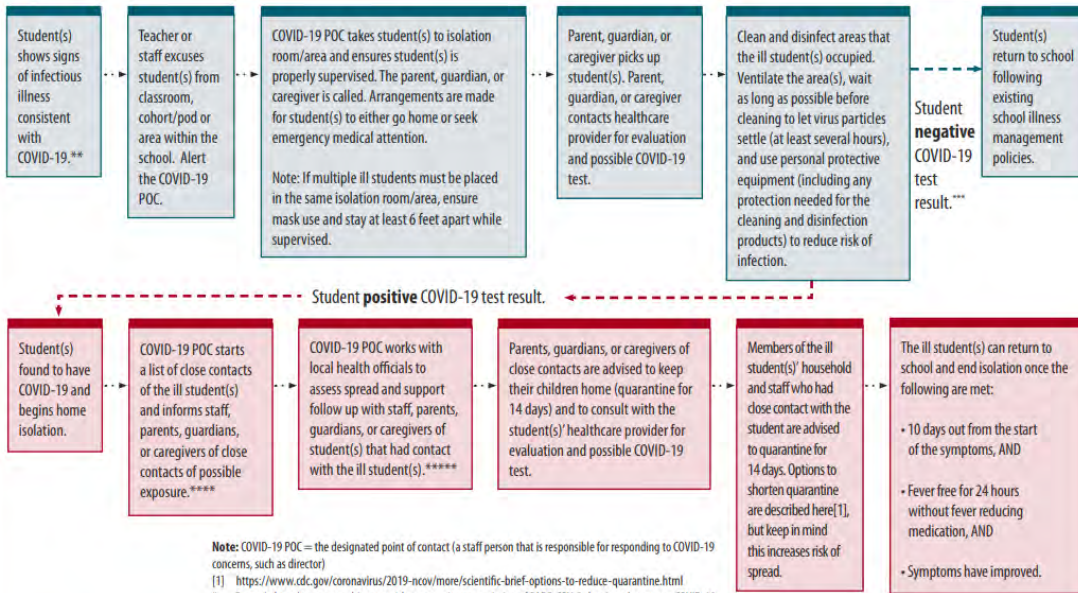
If you answer yes to any of these questions, please call the main office at **PHONE NUMBER** to inform the school of the symptoms or exposure and keep your child home.

*Close contact is defined as being within 6 ft. of someone with COVID-19 for a period longer than 15 minutes even if either or both individuals are masked; sharing a glass or utensil with someone with COVID-19; being coughed or sneezed on by someone with COVID-19; or touching a person with COVID-19 or items that may have germs on them (i.e., used tissues).

- Any person showing symptoms or having exposure to COVID-19 must report this to the school immediately at **attendance phone number**.
- Students or staff who present any symptoms will be sent home immediately. Please see the flowchart below for guidance from the CDC that we will follow. Any person presenting symptoms or identifying exposure will be required to enter the isolation room in the designated space at School. Parents will be immediately notified and are expected to pick up their sick child within 30 minutes of the notification.



WHAT TO DO IF A STUDENT BECOMES SICK OR REPORTS A NEW COVID-19 DIAGNOSIS AT SCHOOL*



Note: COVID-19 POC – the designated point of contact (a staff person that is responsible for responding to COVID-19 concerns, such as director)

[1] <https://www.cdc.gov/coronavirus/2019-ncov/more/scientific-brief-options-to-reduce-quarantine.html>

* Scenario based on geographic area with community transmission of SARS-CoV-2 the virus that causes COVID-19.

** The most common symptoms of COVID-19 in children include fever or chills, cough, nasal congestion or runny nose, new loss of taste or smell, shortness of breath or difficulty breathing, diarrhea or vomiting, stomachache, tiredness, headache, muscle or body aches, and poor appetite or poor feeding (especially in babies under 1 year old).

*** With no known close contact.

**** Close contact is defined as someone who was within 6 feet for a total of 15 minutes or more within 2 days prior to illness onset, regardless of whether the contact was wearing a mask.

***** To the extent allowable by applicable laws regarding privacy.



cdc.gov/coronavirus

Please see the “COVID-19 Suspect and Positive Cases and Safe Return to School” sections of this handbook for more information on guidelines if there is exposure or a positive case.

Note that all school students, per guidance from the Milwaukee Health Department, are required to be up to date with their vaccination schedule unless they are formally exempt within 30 days from the start of the school year. Parents are required to fill out the [state form](#). Adherence to the vaccination or immunization requirements are vital now more than ever. Please contact **School nurse**, School Nurse, at **nurse phone #** if you have any questions.

Hand Hygiene

Hand sanitizer is available to all students and staff at key entranceways to the building and in all classrooms. Use of hand sanitizer will be supervised by adults.

Upon entry to their classrooms or space for the day, students will store their personal belongings and wash their hands. We ask that all students bring as little with them as possible including a coat or sweater, water bottle, and any materials they need. All classrooms that are

equipped with sinks will have soap and disposable paper towels that will be monitored and replaced on a regular basis to ensure all products are always available.

Students and staff are required to wash hands upon entry from outdoors (start of the day, recess, and any other time), before and after eating, after using the bathroom, and after using shared equipment. Hand sanitizer will also be encouraged and provided in the classroom for students to use between works and before and after using instructional materials.

Staff have been provided with proper hand washing training and will be providing students with regular hand washing lessons, reminders, and coaching. Signage will also be posted at entrances and sinks reminding students and staff of the protocols and best practices.

Physical Distancing

Students will be supported in practicing 6 ft. of physical distancing both indoors and outside.

Furniture placement and clear markings will accommodate safe work spaces that allow for adequate physical distancing. Students will work from predesignated work spaces a safe distance away from each other. All students will be provided with a moveable plexi-glass barrier that they may use throughout the day. Movement within the classrooms will be limited to getting materials and attending lessons.

Outdoor classroom extensions will be offered as often as possible for each classroom and will provide students the opportunity to work outdoors in most weather maintaining physical distancing of 6 ft.

Signage will be posted in the classrooms and around the building to remind and enforce this mitigation measure with specific traffic flow signs throughout the hallways and entrance ways.

Mask Wearing

All staff and students will be required to wear a mask in all indoor and outdoor spaces unless otherwise designated or during breakfast, snack, or lunch or when drinking water.

Masks must fit your child properly and comfortably by covering their nose and mouth, and a clean mask should be used every day. Cloth masks must be at least double layer. We recommend that students have an additional mask that they bring with them to school. The school will also be able to provide students with 2 masks per day if needed. We have both child and adult-sized masks that will be provided, if needed, based on the size of the child.













Properly fitting masks, which cover the nose and mouth, are required to be worn by all adults, students (ages 2 and older) and staff upon exiting their vehicles and arriving on the playground during pick up or drop off. Students will be provided with a mask upon entry to the school building if they do not have one.

Due to the nature of our learning environment which involved significant movement, a well-fitting mask (versus a face shield or gaiter) will be the accepted face covering.

Students may be offered a mask break outdoors when the staff member can ensure that at least 6 ft. of physical distancing can be maintained and enforced.

Signage related to masks will be posted at entrances and all classrooms.

We encourage parents to practice wearing masks with their students. [Here](#) are some helpful tips for practicing. For more information, please visit the CDC's guidance for wearing masks: [CDC Guidance for Wearing Masks](#) and the helpful graphic below from this site.

Recommended	Not Recommended
 <p>Medical procedure masks (sometimes referred to as surgical masks or disposable face masks)</p>	 <p>Masks that do not fit properly (large gaps, too loose or too tight)</p>
 <p>Masks that fit properly (snugly around the nose and chin with no large gaps around the sides of the face)</p>	 <p>Masks made from materials that are hard to breathe through (such as plastic or leather)</p>
 <p>Masks made with breathable fabric (such as cotton)</p>	 <p>Masks made from fabric that is loosely woven or knitted, such as fabrics that let light pass through</p>
 <p>Masks made with tightly woven fabric (i.e., fabrics that do not let light pass through when held up to a light source)</p>	 <p>Masks with one layer</p>
 <p>Masks with two or three layers</p>	 <p>Masks with exhalation valves or vents</p>
 <p>Masks with inner filter pockets</p>	 <p>Wearing a scarf/ski mask</p>

Any child who refuses to adhere to the mask expectations will be removed from the group, relocated to an area away from other students, and the parent will be contacted. Chronic violations of the mask policy will result in the student being transitioned to the virtual learning environment.

Air Quality

MPS is following guidance from the CDC, which uses standards developed by the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE), to include the following:

- MPS HVAC units are supplying the maximum amount of outside air the unit can safely provide and operational windows have been repaired
- MPS is running HVAC units two hours before and two hours after buildings are occupied
- HVAC Air Filters
 - MPS is using the maximum rating that will not overburden the ventilation system or reduce air flow
 - Air filters are changed monthly to enhance air cleaning and are checked for appropriate installation
 - Portable HEPA filtration units have been added to all classrooms for improved air quality

Cleaning and Sanitation

All students will be expected to bring their own school supplies to school on the first day of their attendance, and this will remain at school. **Optional - Parents will be asked to provide their students with these items and pencil pouches/containers should be clearly marked with the student's name. Materials that students should bring to school are as follows (for all levels):**

Elementary – Optional - Pencil pouch/container with pencils, colored pencils, handheld sharpener, glue stick and scissors (to leave at school), earbuds or headphones (to leave at school), clean water bottle that has name clearly written on it (daily to be brought home after use). Classroom teachers will communicate with parents directly if they require other items to be brought on the first day of student attendance.

Each classroom will identify key areas and frequencies for regular cleaning within their environment such as high-touch surfaces, sinks, handles, bathrooms, materials, etc...and will maintain room-specific cleaning logs. Students who are able to, will be invited to clean their own work spaces but will not be involved in cleaning of communal work spaces.

Materials that cannot be cleaned easily may not be made available to students or may be rotated to ensure safety. Upon preparing shelves, teachers will use their discretion and will be mindful of the potential for materials as fomites under the current health considerations.

Optional - Large area rugs that students usually use to congregate will be removed from classrooms, and no students will utilize or work on rugs in the classroom. Any upholstered furniture may be covered with washable coverings or cleaned as necessary. Students may use old yoga mats, provided by the teacher, that will be disinfected after use, or may also be provided with big, disposable paper to place on the floor for their work, instead of a rug.

Chromebooks at school will be available to each classroom for use, if needed, throughout the day. Chromebooks will be properly sanitized by an adult between uses and will not be shared with other classrooms. Please see the "Chromebooks and Headphones" section of the handbook for more details.

All water fountains are discontinued for use throughout the school unless being used to fill up a cup or water bottle. Please see "Breakfast, Snack, Lunch, and Drinks" below for more information. Note that handles on water fountains will be cleaned regularly throughout the school day.

Regular daytime cleaning will be done using chemicals that may be safely used in the presence of students. The active ingredients are effective virucides. We have additional staff that will be cleaning commonly touched surfaces and materials such as counters, door handles, light switches, etc. throughout the school day. Bathrooms will be inspected regularly and cleaning supplies will be replenished.

Our building operations staff will support more intense daily cleaning procedures after normal operating hours .

After students leave for the day, bathrooms, hallways, and other areas commonly used in the building will receive an additional deep cleaning to ensure a clean and safe environment for all students.

Classroom Cohorts This entire section is school specific

Understanding that class size is capped at 15-18 students and depending on how many students come in-person in a given classroom, students who attend in-person may spend some days working in the hallway outside their classroom, spaced at least 6 ft. between other students with a plexi-glass. These students will be monitored by an adult. Students may also be provided with a different space to work and attend class, supervised by a different adult with students from other classrooms, also ensuring physical distancing, mask wearing, and other safety measures. If in a separate room or in the hallway, your child will have the opportunity to attend classroom lessons with their teacher via Google Meet on a Chromebook. A schedule and more information will be forthcoming about this once we receive the results from the parent survey. Please note that all students that are in-person will have the opportunity to be in their physical classroom at least twice a week and that an equitable rotation schedule will be created, taking student needs into consideration. Please take this into serious consideration when making your choice about in-person or staying fully virtual.

Classrooms will remain as cohorts throughout the day as much as possible to adhere to equitable access to the classroom (as stated above). Integration of some cohorts may be permitted.

Specials (art, music, and physical education) will be held in the classroom to eliminate student transitions through the hallway and sharing of air and space, with the exception of K5. K5 students will have specials with another cohort of students and will be in spaces that have air circulation and enough distance to promote at least 6 feet at all times.

It is necessary for some staff members to lend support across cohorts. When transitioning to a new cohort, they are required to wash their hands and abide by all safety precautions.

When utilizing public spaces like bathrooms, maintaining physical distancing of at least 6 ft. will be required and spaces will be blocked off to accommodate this. Most bathrooms in our school building will only allow capacity of # student(s) at a time in the facility. Signage will be posted to enforce this.

If a student requires support from administration, nursing services, special education, or mental health personnel, an internal procedure will be followed; no more than 1 student will be in any small office at a time, and cleaning will occur after that student is seen to allow for the highest level of precaution and safety.

Students requiring Special Education services may work in-person in small groups with students from other classrooms. Groups will never be larger than 4 students and physical distancing and mask wearing will be expected and enforced at all times.

Breakfast, Snack, Lunch and Drinks

Students are encouraged to bring a clean water bottle. (optional) and healthy snack each day. There will be no communal snacks offered. Parents will be expected to follow the allergy guidelines provided by the classroom teacher in preparing the snack for their child. Be sure to clearly label all of your child's containers and items with their name.

Students who wish to eat breakfast will arrive at their classrooms and when asked, will inform their teacher of this. Grab and Go Breakfasts will be describe procedure for distributing breakfast – where and at what time (begin and end).

Describe lunch procedures – waiting in line, seating arrangements, etc. A minimum of 6 ft. of physical distancing will be provided for each student during lunch. Air circulation will be encouraged, when possible, especially during lunch with the use of fans and open windows.

All water fountains are discontinued unless they are used to refill cups or water bottles. Water will be available to students in the cafeteria.

Optional - Recess

Recess will be provided to all students K5-8th grade, and will be scheduled on a staggered basis to limit exposure and mixing of cohorts. Classrooms will be provided a recess time that will be supervised by either the classroom teacher or another adult. Students will be expected to wear their masks and maintain a distance of at least 6 ft at all times. No more than 4 classrooms will be allowed outside together at a time and these will remain consistent throughout the school year. Recess equipment will be regularly sanitized and students will be encouraged to wash their hands and utilize hand sanitizer before and after recess.

Please note that if a child is not with their classroom on a given day, due to the size limit on classrooms of 15-18 students, there may be an alternate time provided for recess. Schedules will be shared with parents once parent surveys are received and processed.

COVID-19 Suspect and Positive Cases

Students and staff who present with any symptoms during the day will be sent home immediately.

Students who present symptoms for COVID-19 will be required to be isolated in the nurse's office or isolation room while waiting to be picked up. Pick up location for students that are symptomatic. Their child will then be escorted by an adult to them. Parents are required to pick up their child within 30 minutes of being notified and sooner if possible. Please make sure that we have updated emergency contact information on file.

The space where the sick child or staff member was, including the classroom and the nurse's office/isolation room, will be immediately cleaned and disinfected, and students may require relocation to an alternate space to accommodate this.

Our isolation room will have highly visible signage, and no students or adults other than those identified by the school nurse or administration will be permitted to enter. There is a table with a plexi barrier and additional PPE provided to the supervising staff member. The isolation room additionally has a portable HEPA filtration unit to enhance air cleaning. If more than one student is in the room at a time, students will be kept at least 6 ft. or more from each other at all times. Masks, as always, are a requirement for all staff and students who are in the isolation room.

Anyone with symptoms must be evaluated by a medical provider (in person, via telehealth, or phone consultation) and results of that diagnosis should be shared with the school as efficiently as possible.

Anyone who comes in contact with a person who has COVID-19 should stay home for 14 days after their last contact with that person. Even if you test negative for COVID-19 or feel healthy, you should stay home (quarantine) since symptoms may appear 2 to 14 days after exposure to the virus. See "Safe Return to School" for more information.

School staff will notify local health officials, staff and families as soon as possible of any potential or positive cases of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA), FERPA, and other applicable federal and state privacy laws. Guidance will be received from health officials to determine proper mitigation and next steps which may result in requiring a cohort of students to remain home and quarantine for 14 days. Please see the section entitled "District Gating Criteria" for more information.

Designated MPS staff continue to support contact tracing for all employees with support and guidance from the Milwaukee Health Department.

Per the CDC guidelines, any individual who has received both doses of a COVID-19 vaccine and has waited 2-3 weeks will not be required to quarantine if this is within a 3-month timeline if no symptoms present. Otherwise, school staff will also be required to complete the 10-day quarantine. Substitutes will be assigned to support the classroom if needed, and will be trained on the procedures and protocols to keep our community safe and healthy.

District Gating Criteria and Testing

For all staff and students selecting the in-person option, COVID-19 testing permission will be required. A form for parents to complete will be forthcoming. 10% of the school will randomly be tested for the virus every other week.

In accordance with the district reopening plan, **School** will follow the criteria established by Milwaukee Public Schools. Please note that each situation will be reviewed and that gating criteria is subject to change.

Classroom: One COVID-19 case in a classroom within a specified time period by the district will result in that class transitioning to virtual learning for a two-week period (14 days).

School: If 3 or more cases are presented at **School** within a specified time period by the district, the whole school will move to virtual learning for a two-week period (14 days).

District: The decision to move the district to virtual learning will be based upon community transmission and transmission within multiple schools and will be based on public health guidance.

Safe Return to School

For all circumstances regarding the return to school after exposure, illness, or travel, families must contact the school office to discuss the details for safe return based on the most up to date guidance at **school phone number**.

If any member in your household has been notified of potential or known exposure, you must contact the main office to identify a plan for safe return.

As an additional layer of protection, we ask families who have a quarantined family member or visitor in their home (whether it be result of travel or potential or confirmed exposure) that the student also stays home unless the quarantine individual has received a negative test result or has quarantined completely away from the student.

In all cases, follow the guidance of your doctors. The decision to return to school should be made in consultation with your healthcare provider and/or state and local health departments and the school office. A release from a healthcare provider will be required for all students and staff before returning.

Below are some decision trees to guide you in the protocols that the school will be following:

- *I think or know I had COVID-19 and I had symptoms*

You can be around others after:

- 10 days since symptoms first appeared and
- 24 hours with no fever without using fever-reducing medications and
- COVID-19 symptoms are improving (loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation)

Most people do not require testing to decide when they can be around others; however, if your healthcare provider recommends testing, they will let you know when you can resume being around others based on your test results.

Note that these recommendations do not apply to persons with severe COVID-19 or with severely weakened immune systems. These people should follow the guidance below under “I was severely ill with COVID-19 or have a severely weakened immune system due to a health condition or medication”

- *I tested positive for COVID-19 but had no symptoms*

If you continue to have no symptoms you can be with others after 10 days have passed since you had a positive viral test for COVID-19. Most people do not require testing to decide when they can be around others; however, if your healthcare provider recommends testing, they will let you know when you can resume being around others based on your test results.

If you develop symptoms after testing positive, follow the guidance above for “*I think or know I had COVID-19 and I had symptoms*”

- *I was severely ill with COVID-19 or have a severely weakened immune system due to a health condition or medication*

People who are severely ill with COVID-19 may need to stay home longer than 10 days and up to 20 days after symptoms first appeared. Persons who are severely immunocompromised may require testing to determine when they can be around others. Talk to your healthcare provider for more information. If testing is available in your community, it may be recommended by your healthcare provider. Your healthcare provider will let you know if you can resume being around other people based on the results of your testing. Your doctor may work with an infectious disease expert or your local health department to determine whether testing will be necessary before you can be around others.

- *I was around someone with COVID-19*

Anyone who has had close contact with someone with COVID-19 should stay home for at least 10 days (ideally 14 days) after their last exposure to that person.

Anyone who has had close contact with someone with COVID-19 and who:

- Developed COVID-19 illness within the previous 3 months and
- Has recovered and
- Remains without COVID-19 symptoms (for example, cough, shortness of breath)
OR
- Has received 2 doses of the COVID-19 vaccine at least 2-3 weeks prior to exposure and is within the 3-month window of the vaccine completion date

Does not need to stay home.

Chromebooks and Headphones

Please note that no Chromebooks or other electronic computers/devices should be brought to school. Extra Chromebooks will be available in each classroom for students to use if necessary during their in-person learning days. Chromebooks will be properly sanitized between uses and at the end of the day as a mitigation measure and this will be supervised by a staff member. Chromebooks will not be shared between classrooms. Students will be expected to utilize their Chromebooks for school work and school-appropriate content. The program Go Guardian may be utilized to monitor student activity.

Optional - We ask that all parents purchase or provide a pair of earbuds or headphones with their student's name that are clearly labeled that students leave at school.

We ask that no cellphones are brought to school by any student. If a student brings a cellphone, it may be locked up for the school day in the student's homeroom, and given back at the end of the day, similar to the procedure prior to school closure.

In-Person Vs. Fully Virtual Learning

Following the School Board meeting on 3/23/21, families were sent a survey to indicate their decision to remain fully virtual for the 2020-21 school year, or elect to send their students in-person, 4 days a week (Wednesdays are virtual). Please note that families who selected the in-person model will be able to transition to virtual (if needed or if required due to a quarantine, illness, or exposure) but families who select the fully virtual learning will not be able to change to in-person this school year.

Please note that based on numbers of students returning, your child may be in-person in the hallway, or a different classroom with a different teacher or assistant. Class sizes are capped at between 15-18 students. Students will always be supervised by an adult and will have access to their classroom teacher either physically in-person, or via a Chromebook. More specifics will be shared once we receive information on how many families are planning for the in-person option. Mask wearing and social distancing will always be required.

In-person learning will begin on the following dates.

April 12 & 13, 2021- All asynchronous for all students, virtual

April 14, 2021: K3-3rd grade (please note that Wednesday, April 14th is an in-person day but all Wednesdays following will be fully virtual)

April 19, 2021: 4th-8th grade

In-Person Option*

Monday- In-Person

Tuesday- In-Person

Wednesday- Virtual

Thursday- In-Person

Friday- In-Person

*may attend virtually due to quarantine, illness, directives from administration, or other reasons

Wednesdays have been designated for deep cleaning, staff professional development, and the opportunity for interventions and 1-on-1 meetings between teachers and students.

Special education teachers will be in contact with parents whose students have service times in their IEPs to discuss schedules. Services will be provided with a special education teacher either face-to-face if the child is in the school building, or virtually, if the child is not physically in the school building. Your child may be with no more than 4 other students from other classrooms if they are face-to-face, and physical distancing and mask wearing will be enforced. Please see the section entitled "Specialists and Special Education and Interventions" in this handbook for more information.

Specials, Special Education and Interventions

Special education teachers will be in contact with parents whose students have service times in their IEPs to discuss schedules. Services will be provided with a special education teacher either face-to-face if the child is in the school building, or virtually, if the child is not physically in the school building. Your child may be with no more than 3-4 other students from no more than 2-3 other classrooms if they are face-to-face, and physical distancing and mask wearing will be enforced.

In some cases, IEPs may need to be reviewed and revised given student needs. Please contact your child's special education teacher if you feel like your child needs additional or different support following the communication of schedules.

Academic interventions will continue to take place in both the in-person and virtual platforms. Schedules for intervention times will remain the same unless the teacher/interventionist contacts you with alternatives.

Nursing Supports and Medication Distribution

Nursing services will be available at all MPS schools.

To ensure social distancing, only one student at a time will be seen in the nurse's office. Students will be triaged and seen by the nurse in order of acuity. Please plan on giving prescription medications at home whenever possible to help prevent overcrowding in the nurse's small space. Some students will require lunch doses of medications at school. The nurse will arrange with teachers to meet discreetly, one on one with these students to administer necessary medications. Please consider having their medical provider complete the epi-pen/albuterol self-carry order form so that your child can keep their emergency medication with them and self-administer when necessary if the child is able.

Tylenol, ibuprofen and albuterol have been available in the past for students whose parents completed the protocol medication consent form. At this time, to limit congestion in the nurse's office and movement in the building, these protocol medications will not be available to students. If your child has a chronic or acute issue that requires over the counter medication at school, please contact the nurse so that arrangements can be made.

Please do not send your child to school with any prescription or non-prescription medications without the necessary forms. Prescription medications require a prescriber's signature and a parent/guardian signature. Over the counter medications require a parent/guardian signature. All medications must be brought to school by an adult in the labeled container that they came in. The necessary forms are available at: <https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Nursing--Health-Services.htm>

Once in the link, you must scroll to the bottom of the page and click on Medication Forms/Policy Procedure to access the forms. Please contact the nurse if you have difficulty accessing the forms.

Social and Emotional Services/Supports

Given the events of the past year, our staff are aware of many unique challenges families and students have faced and are committed to not only the physical health and safety of students and families, but the mental health of all community members.

We understand that the transition to in-person school may be challenging for some students so we ask that families best prepare their students for what to expect by reviewing components of this handbook that are appropriate and as parents see fit. Teachers will also review guidelines and expectations with students upon returning in-person in an age/developmentally appropriate way.

We plan to welcome students back by creating predictability, establishing community, processing emotions, using responsive instructional practices, and identifying vulnerable students.

For students who have additional mental health or social and emotional health needs that are not being met, we ask that families reach out to our school-wide experts for advice, suggestions, and to understand services that our school community can provide. In the case that your child will be seen in-person by either our counselor, school psychologist, or social worker, please note that your child will remain alone with this individual to prevent cohort mixing as much as possible. Appropriate cleaning measures will be taken between seeing students as an additional mitigation measure.

Teachers may also reach out to support staff as needed if they identify specific needs or areas of concern.

Please reach out to the following support staff:

Name, School Counselor, [email](#)

Name, School Psychologist, [email](#)

Name, School Social Worker, [email](#)

Optional - Camp/Wrap-Around/CLC programming

At this time, our **type of program is scheduled for times and days**. We are working closely with the appropriate departments and will communicate this immediately with families once we have updated information. Please watch our newsletter and website for up-to-date information.

Extracurricular Activities

To eliminate the possibility of crowds and large groups of people, all extracurricular activities will remain virtual for the 2020-21 school year. Exceptions may be made as more guidance is offered by the district.

Some **organized athletics/high school spring sports** programs by the school **will/may** be offered in person. **Provide contact person and way to get more information.**

Milwaukee Recreation may be offering additional in-person programming which is available to all city residents.

School Events

All school-wide events for the remainder of the 2020-21 school year will remain virtual, including but not limited to: IEP Meetings, Open House, School Engagement Council, Parent Teacher Organization, **other specific events**.

Important Contact Information

School Main Office: **Phone #**

Secretaries:
Names, phone #

School Nurse:
Name, phone, email

School Administration:
Name, phone, email

References

Centers for Disease Control and Prevention's Guidance for Schools and Child Care Programs:
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

Guidance for Wearing Masks:

https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fcloth-face-cover.html

Guidance on Preparing Workplaces for COVID-19:

<https://www.osha.gov/sites/default/files/publications/OSHA3990.pdf>

Milwaukee Cares Mask Ordinance: <https://city.milwaukee.gov/coronavirus>

Moving Milwaukee Forward Safely Order 4.1: <https://city.milwaukee.gov/ImageLibrary/MKE-Health1/COVID-19/MediaReleaseTheCityofMilwaukeePhase4.1UpdateFinal.pdf>

Operational Strategy for K-12 Schools through Phased Mitigation:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#additional-prevention-schools>

Wisconsin Immunization Program requirements for schools:

<https://www.dhs.wisconsin.gov/immunization/regs.htm>

Wisconsin Department of Public Instruction Education Forward:

<https://www.dhs.wisconsin.gov/covid-19/schools.htm>

Hello Leaders,

The **Wisconsin Statewide Tornado Drill** will be held on **Thursday, April 15th**. We are aware that this will be the **second** in-person day for students in grades K3 thru 3rd grade. As a district, we have been granted flexibility regarding the time of day the drill will need to be completed, but **the drill must** take place on April 15th.

The flexibility we have been granted speaks to which students will participate in the drill at a particular time of the day on April 15th. Example: When conducting the drill, you can have all of your students participate at the same time or stagger the drill by grade level, by time of day, by floor, etc. in order to help with social distancing. **All students must participate in the drill – when they participate is up to you.** Remember this will be the first time some of our youngest learners will experience this type of drill. We want to make it as smooth as possible for all participants.

Leaders with students in grades 4 thru 12, may want to have teachers go over the procedures that would be used if the students were in person, the location they would report to and the seriousness of the drill.

In order to prepare for the drill, I suggest you discuss this issue with your staff on April 12th or April 13th, during your PD time. Please share this information and the procedures you feel will work best in your building.

Below you will find some helpful information to share with your staff that can be utilized with their students.

K4 - 3rd grade: [Tornado Virtual Classroom](#)

4th - 8th grade: http://www.weatherwizkids.com/?page_id=60

Don't forget to record the drill on your Wisconsin Fire Drill form. Please call your regional team with questions. Thank you in advance.



Tornado and Severe Weather Awareness Week is April 12-16, 2021

Dear educators and school officials,

Tornado and Severe Weather Awareness Week in Wisconsin will take place April 12-16 this year. This annual campaign encourages everyone in the state of Wisconsin to prepare for the tornadoes and severe storms the state frequently experiences during the spring and summer months. It is also a perfect time for school administrators, safety officers and faculty to review their severe weather safety procedures and participate in the statewide tornado drill.

Wisconsin averages 23 tornadoes annually. During 2020, the National Weather Service (NWS) confirmed 20 tornadoes touched down in the state of Wisconsin.

On April 15, two statewide tornado drills are planned. A mock tornado watch will be issued statewide by the NWS at 1:00 p.m. The NWS will follow it with a statewide mock tornado warning at 1:45 p.m. The afternoon drill ends at 2:00 p.m.

An evening drill is scheduled on the same day with a mock tornado warning to take place at 6:45 p.m. This drill provides your students and their families with a great opportunity to practice severe weather safety plans at home.

If there is a threat of severe weather in Wisconsin on Thursday, the statewide drills will be postponed until Friday, April 16. The drill will go on in all other conditions, including non-severe weather (clouds, rain, dark sky, scattered thunderstorms, etc.). If severe weather is also expected on Friday, the drill will be cancelled.

Notification of the drill status will be posted at <http://readywisconsin.wi.gov> by 10:00 a.m. on the morning of the drill.

For guidance on schools holding safety drills during the pandemic, the Department of Public Instruction has posted information at https://dpi.wi.gov/sites/default/files/imce/administrators/e-mail/08_24_20_Regulatory_Flex_Framework.pdf

If a physical drill is not possible on April 15, consider using the time to discuss with students what actions they should take during a tornado and review shelter locations.

Wisconsin Emergency Management and the National Weather Service encourage your participation in promoting Tornado and Severe Weather Awareness Week.

For more information on tornadoes and severe weather, please contact your county or tribal emergency management director or your local NWS office, which you can find at <https://www.weather.gov>. This guide may also be useful in your planning.

Tornado Safety in Schools

Every School Should Have a Severe Weather Safety Plan

- Over the years, schools in Wisconsin have been hit by tornadoes. In 2014, UW-Platteville and Country View Elementary School in Verona were damaged by tornadoes.
- Develop an action plan with frequent drills. Review the plan annually and anytime changes are made to the building, shelters, or classroom sizes. A good time to practice is during the annual statewide tornado drill held in April.
- Each school should be inspected and shelter areas designated by a registered engineer or architect. Basements offer the best protection. Schools without basements should use interior rooms on the lowest floor and away from windows. Hallways that have doors to the outside can act as wind tunnels, so avoid these areas. Put as many walls as possible between the students and the storm. Large rooms and open areas such as gymnasiums, cafeterias, and auditoriums offer no protection from tornado-strength winds and should not be used for shelter.
- Weather safety plans should take into account the amount of time it takes for students to get to shelter areas.
- Make special provisions for disabled students and those in portable classrooms.
- Ensure students know the protection position. It doesn't matter if the students face a wall or put their back to a wall, as long as they cover their head.
- Each school should have a NOAA Weather Radio with battery back-up and other methods to receive emergency weather information. Make sure the weather radio and other source of weather news is always available, **even during after-school activities**. If you need a weather radio, contact your local NWS office.
- If the school's alarm system relies on electricity, have an alternate method to notify teachers and students in case of power failure, such as an air horn or megaphone. Make sure everyone knows what the notification signal is.
- Delay lunches or assemblies in large rooms if severe weather is anticipated.
- During threatening weather, keep children at school beyond regular hours until the storms pass. Children are safer at school than in a bus or car.



You can prepare for the dangers from severe weather by learning the safest places to seek shelter in the school. Learn basic weather terms and danger signs. The chances of staying safe during severe weather are greater if you have a plan for your school and practice the plan frequently.

Tornado Safety at Home, Work, or at Play

Have a Plan at Home, at Work, and When You're Away

- In a home or building, move to a pre-designated shelter, such as a basement, and get under a sturdy table or the stairs. A specially-constructed “safe room” within a building offers the best protection.
- If a basement is not available, move to a small interior room on the lowest floor and cover yourself with anything close at hand: towels, blankets, pillows. If possible, get under a sturdy table, desk or counter. Put as many walls as possible between you and the storm. Stay away from windows.
- If caught outdoors, seek shelter in a sturdy building. If you cannot quickly walk to shelter, get into a vehicle, buckle your seatbelt and drive to the closest sturdy shelter. If flying debris occurs while you are driving, pull over and park. Now you have two options as a last resort:
 - Stay in the vehicle with the seatbelt on and place your head below the windows.
 - If you can safely get noticeably lower than the roadway, exit the vehicle and lie in that area, covering your head with your hands. Do not seek shelter under an overpass.
- Mobile homes, even if tied down, offer little protection from tornadoes. You should leave a mobile home and go to the designated storm shelter or the lowest floor of a sturdy nearby building.
- Make sure you have **multiple ways** to receive weather information. A NOAA Weather Radio, access to local TV, and smart phone apps can keep you informed when severe weather threatens.



Tornado Myths and Truths

MYTH: Areas near lakes, rivers, and hills are safe from tornadoes.

TRUTH: No place is safe from tornadoes. The tornado that struck Door County in August 1998 formed on the waters of Green Bay and moved onshore, causing over \$5 million in damage.

MYTH: The low pressure with a tornado causes buildings to explode as the tornado passes overhead.

TRUTH: Violent winds and debris slamming into buildings cause most structural damage.

MYTH: Windows should be opened before a tornado approaches to equalize pressure and minimize damage.

TRUTH: Leave windows alone. The most important action is to immediately go to a safe shelter.

MYTH: People caught in the open should seek shelter under highway overpasses.

TRUTH: Take shelter in a sturdy, reinforced building if at all possible. The winds of a tornado may actually increase in the tight space of an overpass, increasing the chance for injury.

***Don't be caught surprised!
Always have a way to receive the very latest
forecasts and warnings from the National Weather Service.***

Lightning Safety for Coaches and Officials

Lightning Kills...Play it Safe!

- ⚡ All thunderstorms produce lightning and are dangerous. In an average year, lightning kills nearly 50 people in the U.S. Since 2005, lightning has killed nine people and injured at least 41 in Wisconsin.
- ⚡ Lightning often strikes outside the area of heavy rain and may strike as far as 10 miles from any rainfall.
- ⚡ If you hear thunder, you are in danger! Anytime thunder is heard, the storm is close enough to pose an immediate threat to your location.
- ⚡ Have a lightning safety plan. Designate a safe location before the event starts. Have specific guidelines for suspending the activity so that everyone has time to reach safety.
- ⚡ Prior to a practice or outdoor event, check the latest forecast. If thunderstorms are expected, consider postponing activities early to avoid being caught in a dangerous situation.
- ⚡ If you hear thunder, suspend your activity immediately and instruct everyone to get to a safe place. Substantial buildings provide the best protection. Avoid sheds, open shelters, dugouts, bleachers, and grandstands. If a sturdy building is not nearby, a hard-topped metal vehicle with windows closed will offer good protection. Do not crouch or lie down—continue moving to a place of shelter.
- ⚡ If boating or swimming, get to land and find shelter.
- ⚡ Do not resume activities until 30 minutes have passed since the last thunder was heard.



Lightning Myths and Truths

MYTH: If it is not raining, there is no danger from lightning.

TRUTH: Lightning can strike outside of rain. If you hear thunder, the storm is close enough to pose a threat.

MYTH: Rubber soles of shoes or rubber tires on vehicles will protect you from lightning.

TRUTH: Rubber-soled shoes and rubber tires provide NO protection from lightning. The steel frame of a hard-topped vehicle provides increased protection if you are not touching metal. Although you may be injured if lightning strikes your car, you are much safer inside a vehicle than outside.

MYTH: People struck by lightning carry an electric charge and should not be touched.

TRUTH: Lightning-strike victims carry no charge and should be attended to immediately. Contact your local American Red Cross chapter for information on CPR and first aid classes.

MYTH: "Heat lightning" occurs after very hot summer days and poses no threat.

TRUTH: Heat lightning is a term used to describe lightning from a thunderstorm too far away for thunder to be heard.

Flooding and Flash Flooding

Turn Around...Don't Drown!

- ◆ Wisconsin had one fatality in 2020 that was due to flooding.
- ◆ Many floods occur along streams and rivers. You can determine your risk by knowing your proximity to the water.
- ◆ Urban areas have a risk for flash floods due to increased runoff from buildings, roads and parking lots. Low spots, such as underpasses and basements, can become death traps.
- ◆ Dam failures have played a deadly role in the history of flash flooding. Be aware of dams upstream from your location. Earthen dams and associated embankments are more easily compromised by heavy rainfall.
- ◆ When camping or hiking near a stream or river, listen to the latest weather forecasts and keep away from the water if thunderstorms are expected. If a warning is issued or flooding is observed, move to higher ground.
- ◆ Do not attempt to walk or drive through a flooded roadway or intersection. Only six inches of fast-flowing water can knock an adult off their feet. And it takes just two feet of moving water to float a vehicle. Turn around, don't drown!
- ◆ Beware of flooding potential along the Lake Michigan shoreline in the wake of a line of strong thunderstorms with high winds that move across the lake. The winds push water to the east shoreline, which then rebounds to the west shore as a flood wave called a "seiche."
- ◆ During times of heavy rain, those near areas with steep terrain should watch for rock or mudslides.



Flooding Myths and Truths

MYTH: A 100-year flood occurs only once every 100 years.

TRUTH: The 100-year flood is an average. There is a 1% chance that a 100-year flood will occur in any given year.

MYTH: Flash floods occur only along flowing streams and rivers.

TRUTH: Flash floods can occur in urban areas where no streams are present.

MYTH: Homeowners insurance policies cover flooding.

TRUTH: Unfortunately, many homeowners do not find out until it is too late that their policies do not cover flooding. Contact your insurance company or agent to buy flood insurance.

MYTH: Larger vehicles, such as SUVs and pickups, are safe to drive through flood waters.

TRUTH: Two feet of rushing water can carry away most vehicles, including SUVs and pickup trucks. If you come to a water-covered road or intersection, **turn around, don't drown!**

Stay Informed with All Hazards NOAA Weather Radio

The "Smoke Alarm" for Severe Weather

- NOAA Weather Radio (NWR) is a public warning system that broadcasts forecasts, warnings, and emergency information 24 hours a day.
- Radio receivers can quietly monitor these broadcasts and will alert when important and life threatening messages are issued for your area.
- "All Hazards" messages include:
 - ▶ Natural disasters (e.g., tornado, floods, blizzards)
 - ▶ Accidents like a chemical release, train derailments, nuclear power emergencies)
 - ▶ Terrorist Attacks
- **Please ensure they are used.** During an emergency, seconds count! These radios are a valuable alerting device, easy to use, and can also be used to check on every-day weather, including wind chill information during the winter. If your school doesn't have a weather radio, make sure to purchase one before the severe weather season starts.
- Place your radio in areas that are constantly monitored (e.g., school office, principal's office). Remember those occasions when the school is used for activities outside normal hours and make sure the radio can be monitored during those times.
- The radios are tested weekly. Make sure yours works!
- If you have any questions about weather radios, contact your local National Weather Service office. Many Wisconsin offices may have radios available for schools.



Related Web Sites

NOAA Weather Radio Home Page..... www.weather.gov/nwr
NWR Coverage in Wisconsin..... www.weather.gov/mkx/nwr

Wireless Emergency Alerts

Wireless Emergency Alerts (WEA) are weather and non-weather messages sent directly to cell phones in areas affected by an emergency. These short messages may look like text messages, but unlike texts which are sent directly to your phone number, they are broadcast to all phones within range of cell towers in the alerted area. The alerts will tell you the type of warning, the affected area and the duration of the event. Weather alerts sent as WEAs in Wisconsin include Tornado Warnings and Flash Flood Warnings.

For more information on WEAs and a list of participating carriers, visit FEMA's Wireless Emergency Alert web site: <http://fema.gov/wireless-emergency-alerts>

Severe Weather Watches and Warnings

When conditions are favorable for severe weather to develop, the National Weather Service (NWS) will issue a WATCH. When a Watch is issued, make sure you have a source of weather information in the event storms begin to form.

When severe weather has formed, NWS meteorologists will issue a WARNING to immediately alert the public about the dangerous weather and to advise them to seek appropriate shelter.

Watches and Warnings are relayed to local radio and television stations and are broadcast on NOAA Weather Radio.

Public safety officials also get the Warnings and can activate local warning systems, like outdoor sirens, to alert communities.

Tornado Watch: Severe thunderstorms with tornadoes are possible in your area. Remain alert for approaching storms. Be prepared to move to safety if a **Warning** is issued. Know what counties are in the watch area by listening to NOAA Weather Radio or local radio or television stations.

Severe Thunderstorm Watch: Thunderstorms with large hail and damaging winds are possible. Be prepared to move to safety if a **Warning** is issued.

Tornado Warning: A tornado has been sighted or indicated by weather radar. Move to a place of safety now!

Severe Thunderstorm Warning: A storm with large hail and damaging winds has been reported or indicated by weather radar.

Warnings indicate imminent danger to life and property to those in the path of the storm!

For More Information...

Check out these web sites for more safety tips, the latest weather forecast, and other weather awareness information.

NOAA National Weather Service

<https://weather.gov>

Click on your part of the state for local weather information

Find the NWS on Facebook

<http://facebook.com>

Search for your NWS Office name

Follow the NWS on Twitter

<http://twitter.com>

Search for your NWS Office name

For Kids: Be a Force of Nature!

<http://weather.gov/grb/prep>

Tornado Preparedness Plan for Schools

<http://www.weather.gov/arx/schoolprep>

Wisconsin Emergency Management

<https://dma.wi.gov/DMA/wem>

ReadyWisconsin

Web - <https://readywisconsin.wi.gov>

Facebook - <http://www.facebook.com/ReadyWisconsin>

Twitter - <https://twitter.com/ReadyWisconsin>

Instagram - <http://www.instagram.com/ReadyWisconsin>

FEMA for Kids

<https://www.ready.gov/kids>

STEP (Student Tools for Emergency Planning)

<https://readywisconsin.wi.gov/STEP>



Family Disaster Plan

Be Ready!

Families should be prepared for all hazards that could affect their area. The National Weather Service and ReadyWisconsin urge every family to develop a disaster plan.

Where will your family be when disaster strikes? They could be anywhere—at work, at school, or in the car. How will you find each other? Will you know if your children are safe? Disaster may force you to evacuate your neighborhood or confine you to your home. What would you do if basic services—water, gas, electricity, or telephone—were cut off?

Put together a family disaster plan that answers those questions—and practice it. For more information on developing your family disaster plan, go to ReadyWisconsin:

<https://readywisconsin.wi.gov/make-a-plan/>

A Disaster Supplies Kit should include...

- ✓ A three-day supply of water and food that won't spoil.
- ✓ One change of clothing per person.
- ✓ One blanket or sleeping bag per person.
- ✓ A first aid kit, including prescription medicines.
- ✓ A battery-powered NOAA Weather Radio.
- ✓ Emergency tools, including a portable radio, flashlight, and plenty of extra batteries.
- ✓ Special items for infant, elderly, or disabled family members.
- ✓ Don't forget about your pets and their food and medicine.

For other suggestions for your disaster kit, go to ReadyWisconsin:

<https://readywisconsin.wi.gov/make-a-kit/>

Did You Know...

Wisconsin Tornado Weather Facts

- There were 20 tornadoes in Wisconsin in 2020, which is below average. In the last 15 years we've had as many as 62 twisters and as few as 4.
- The peak tornado season in Wisconsin is April to August, but they can occur any time of year, like the two tornadoes in Kenosha County on January 7, 2008. February is the only month without a reported tornado in Wisconsin.
- Tornadoes can occur any time during the day or night, but are most frequent between 4 p.m. and 9 p.m.
- About 80% of tornadoes that hit Wisconsin are relatively weak, with winds under 110 mph. Only 1% are violent with winds over 165 mph.

Other Weather Awareness Dates in Wisconsin

NOAA Weather Radio
Awareness Day
May 5, 2021

Heat Awareness
Day *June 2, 2021*

Lightning Safety
Awareness Day
June 22, 2021

Winter Weather
Awareness Week
Nov. 15-19, 2021



National Weather Service



TORNADO SAFETY FOR YOU AND YOUR FAMILY

BEFORE

- ✓ **BE WEATHER-READY:** Check the forecast often to see if a tornado is coming. Listen to local news or a NOAA Weather Radio to stay informed about tornado watches and warnings.
- ✓ **SIGN UP FOR NOTIFICATIONS:** Know how to get warnings. Media broadcasts and smart phones can alert residents of severe storms capable of producing tornadoes.
- ✓ **CREATE A PLAN:** Have a family plan that includes an emergency meeting place and shelter spaces. Pick a safe room in your home, such as a basement, storm cellar or an interior room on the lowest floor with no windows.
- ✓ **PRACTICE YOUR PLAN:** Conduct a drill regularly so everyone knows what to do if a tornado is approaching. Make sure all family members know where to go when a tornado warning is issued. Don't forget pets if time allows.
- ✓ **PREPARE YOUR HOME:** Consider having your safe room reinforced. You can find plans for reinforcing an interior room to provide better protection at [fema.gov/safe-room-resources](https://www.fema.gov/safe-room-resources)
- ✓ **HELP YOUR NEIGHBOR:** Encourage your loved ones to prepare for the possibility of tornadoes. Take CPR training so you can help if someone is hurt.

DURING

- ✓ **STAY WEATHER-READY:** Continue to listen to local news or a NOAA Weather Radio to stay updated about tornado watches and warnings.
- ✓ **AT YOUR HOUSE:** If you are in a tornado warning area, go to your basement, safe room or an interior room away from windows. Don't forget pets if time allows.
- ✓ **AT YOUR WORKPLACE OR SCHOOL:** Follow your tornado drill and proceed to your tornado shelter quickly and calmly. Stay away from windows and do not go to large open rooms such as cafeterias, gymnasiums or auditoriums.
- ✓ **OUTSIDE:** Seek shelter inside a sturdy building immediately if a tornado is approaching. Sheds and storage facilities are NOT safe.
- ✓ **IN A VEHICLE:** Being in a vehicle during a tornado is NOT safe. The best course of action is to drive to the closest shelter. If you are unable to make it to a safe shelter, either get down in your car and cover your head, or abandon your car and seek shelter in a low lying area such as a ditch or ravine.



If you don't have a tornado shelter, stay in an inside room or hallway and cover your head. Photo: NOAA

AFTER

- ✓ **STAY INFORMED:** Keep listening to local news or NOAA Weather Radio for updates about more tornado watches and warnings that may be coming. The next round of thunderstorms may bring more tornadoes.
- ✓ **CONTACT YOUR FAMILY AND LOVED ONES:** Let your family and close friends know you are okay so they can help spread the word. Send text messages or posts updates on social media. These posts are more reliable forms of communication than phone calls.
- ✓ **ASSESS THE DAMAGE:** After the tornado threat has ended, check for property damage. When walking through storm damage, wear long pants, a long-sleeved shirt and sturdy shoes. Contact utilities if you see power lines down and stay away from them. Stay out of damaged buildings. Be aware of insurance scammers.
- ✓ **HELP YOUR NEIGHBOR:** If you see someone injured, call 911. Then, if you are trained, provide first aid until emergency responders arrive.



After a tornado, watch out dangerous debris such as sharp metal, glass or downed power lines. Photo: NOAA

For more information, visit [weather.gov/safety/tornado](https://www.weather.gov/safety/tornado)



National Weather Service

TORNADO WATCH VS. WARNING

TORNADO WATCH: BE PREPARED!

Tornadoes are possible in and near the watch area. Review and discuss your emergency plans and check supplies and your safe room.

Be ready to act quickly if NWS issues a warning or you suspect a tornado is approaching. Acting early helps save lives!

Watches are issued by the Storm Prediction Center for counties where tornadoes may occur. The watch area is typically large, covering numerous counties or even states.

TORNADO WARNING: TAKE ACTION!

A tornado has been sighted or indicated by weather radar. There is imminent danger to life and property. Move to an interior room on the lowest floor of a shelter. Avoid windows.

If you are in a mobile home, a vehicle or outdoors, move to the closest substantial shelter and cover your head to avoid flying debris.

Warnings typically encompass a much smaller area, around the size of a city or small county. Warnings are issued when a tornado is spotted on the ground or identified by a forecaster on radar.



Photo by Brad Goddard

WIRELESS
EMERGENCY
ALERTS
CAPABLE



For more information, visit weather.gov/safety/tornado

2021 Wisconsin Statewide Tornado Drill

What will **NOT** happen...

- Test Tornado Watch/Warning from NWS
- Alert via NOAA Weather Radio
- EAS alerts through TV/Radio
- Cell Phone Alerts (WEA)

- Thursday, April 15th, 2021
- Please reserve 15 minutes to practice your own tornado and severe weather safety plans (1:45pm and 6:45pm)
- Local municipalities may still sound sirens
- TV stations may cut in to discuss drill
- You may see messages on social media reminding people at home to discuss their sheltering plans



National Weather Service Milwaukee



3/22/2021 10:51 AM



WISCONSIN PUBLIC RADIO



www.weather.gov/mkx

Appendix H



**MILWAUKEE
PUBLIC SCHOOLS**

Return to the Classroom School Reopening Survey

School	My child will remain fully virtual.	My child will return for in-person learning.
Academy of Accelerated Learning	34.6%	65.4%
ALBA	61.2%	38.8%
Alcott School	36.7%	63.3%
Allen-Field School	36.3%	63.7%
Alliance School	32.7%	67.3%
Andrew S. Douglas MS	27.2%	72.8%
Audubon HS	59.9%	40.1%
Audubon MS	44.0%	56.0%
Auer Avenue School	28.8%	71.2%
Barbee Montessori School	27.6%	72.4%
Barton School	41.9%	58.1%
Bay View HS	51.3%	48.7%
Bay View Montessori	45.8%	54.2%
Bethune Academy	33.5%	66.5%
Bradley Technology and Trade	47.3%	52.7%
Brown Street Academy	24.1%	75.9%
Browning School	24.7%	75.3%
Bruce School	45.6%	54.4%
Bryant School	34.3%	65.7%
Burbank School	44.4%	55.6%
Burdick School	30.7%	69.3%
Carson Academy	31.5%	68.5%
Carver Academy	39.6%	60.4%
Cass Street School	37.1%	62.9%
Clarke Street School	19.7%	80.3%
Clemens School	14.4%	85.6%
Clement Avenue School	29.2%	70.8%
Congress School	41.0%	59.0%
Cooper School	38.0%	62.0%
Craig Montessori School	46.7%	53.3%
Curtin Leadership Academy	33.9%	66.1%
Doerfler School	45.1%	54.9%
Eighty-First Street School	35.6%	64.4%
Elm Creative Arts School	29.0%	71.0%
Emerson School	42.0%	58.0%



**MILWAUKEE
PUBLIC SCHOOLS**

School	My child will remain fully virtual.	My child will return for in-person learning.
Engleburg School	39.4%	60.6%
Fairview School	37.7%	62.3%
Fernwood Montessori School	23.1%	76.9%
Fifty-Third Street School	27.0%	73.0%
Forest Home Avenue School	43.6%	56.4%
Franklin School	29.2%	70.8%
Fratney School	36.7%	63.3%
Gaenslen School	36.4%	63.6%
Garland School	25.5%	74.5%
Golda Meir Sch	53.1%	46.9%
Goodrich School	45.9%	54.1%
Grant Gordon Learning Center	36.4%	63.6%
Grant School	32.1%	67.9%
Grantosa Drive School	44.1%	55.9%
Green Tree Preparatory	45.8%	54.2%
Greenfield School	66.1%	33.9%
Gropi HS	42.9%	57.1%
Hamilton HS	49.4%	50.6%
Hampton School	33.7%	66.3%
Hartford University School	38.3%	61.7%
Hawley Environmental School	40.9%	59.1%
Hawthorne School	27.8%	72.2%
Hayes Bilingual School	37.8%	62.2%
Hi-Mount School	36.0%	64.0%
Holmes School	50.4%	49.6%
Honey Creek School	33.1%	66.9%
Hopkins Lloyd School	31.8%	68.2%
Humboldt Park School	39.6%	60.4%
I.D.E.A.L.	39.4%	60.6%
Jackson School	20.6%	79.4%
Kagel School	33.0%	67.0%
Keefe Avenue School	34.8%	65.2%
Kilbourn School	19.9%	80.1%
King ES	35.9%	64.1%
King IB HS	55.8%	44.2%
King IB MS	35.6%	64.4%
Kluge School	42.7%	57.3%



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School	My child will remain fully virtual.	My child will return for in-person learning.
LaFollette School	30.3%	69.7%
Lancaster School	38.9%	61.1%
Lincoln Avenue School	30.3%	69.7%
Lincoln Center of The Arts	50.0%	50.0%
Longfellow School	44.8%	55.2%
Lowell International School	28.6%	71.4%
MacDowell Montessori School	44.4%	55.6%
Madison Academic HS	46.9%	53.1%
Manitoba School	31.8%	68.2%
Maple Tree School	25.5%	74.5%
Marshall High School	43.7%	56.3%
Marvin Pratt	23.4%	76.6%
Maryland Avenue Montessori	31.1%	68.9%
Metcalfe School	29.1%	70.9%
Milw Academy of Chinese Lang	39.3%	60.7%
Milw French Immersion School	35.0%	65.0%
Milw German Immersion School	19.2%	80.8%
Milw HS - Arts	52.4%	47.6%
Milw Parkside School	39.5%	60.5%
Milw School of Languages	53.6%	46.3%
Milw Sign Language School	34.3%	65.7%
Milw Spanish Immersion School	28.9%	71.1%
Mitchell School	45.0%	55.0%
Morgandale School	49.0%	51.0%
Morse Middle School	49.4%	50.6%
Neeskara School	28.9%	71.1%
Ninety-Fifth Street School	33.4%	66.6%
North HS	48.5%	51.5%
Obama SCTE	44.0%	56.0%
Parkview School	50.6%	49.4%
Project STAY HS	50.0%	50.0%
Pulaski HS	50.1%	49.9%
Reagan HS	65.3%	34.7%
Riley School	35.6%	64.4%
River Trail School	68.2%	31.8%
Riverside University HS	58.2%	41.8%
Riverwest Elementary	46.6%	53.4%



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School	My child will remain fully virtual.	My child will return for in-person learning.
Rogers Street Academy	46.4%	53.6%
Roosevelt MS	34.8%	65.2%
Sherman School	39.7%	60.3%
Siefert School	31.4%	68.6%
South Accelerated Academy	66.7%	33.3%
South Division HS	56.6%	43.4%
Starms Discovery School	24.6%	75.4%
Starms Early Childhood	26.1%	73.9%
Story School	33.9%	66.1%
Stuart School	31.7%	68.3%
Thoreau School	32.9%	67.1%
Thurston Woods School	39.7%	60.3%
Townsend Street School	37.7%	62.3%
Transition HS	80.8%	19.2%
Trowbridge School	44.8%	55.2%
Victory School	41.4%	58.6%
Vieau School	52.2%	47.8%
Vincent Accelerated Academy	54.5%	45.5%
Vincent HS	49.2%	50.8%
Washington HS of Info Tech	41.0%	59.0%
Wedgewood Park School	42.2%	57.8%
Westside Academy	21.9%	78.1%
Whitman School	34.3%	65.7%
Whittier School	37.0%	63.0%
Wis Conservatory Lifelong Learning	50.7%	49.3%
Zablocki School	38.9%	61.1%
Total	41.0%	59.0%

**This data represents surveys submitted as of 4-1-2021. Data quality validation continues.*

Appendix I



Office of Board Governance
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MEMORANDUM

DATE: March 25, 2021

TO: Dr. Keith Posley
Calvin Fermin
Dr. Katrice Cotton
Martha Kreitzman
Adria Maddaleni
Marla Bronaugh
Jennifer Mims-Howell

FROM: Dr. Jacqueline Mann

RE: Board Questions on Roadmap to Readiness (Return to School)

C: Dr. Katrice Cotton
Martha Kreitzman
Adria Maddaleni
Marla Bronaugh
Jennifer Mims-Howell
Susan Saller

On March 23, 2021, the Board took action relative to the Roadmap to Readiness (return to school) Plan. As part of its action, the Board determined that Board members would submit their top ten questions to the Office of Board Governance by Thursday March 25, 2021, for a response by the Administration by March 30, 2021.

The questions provided by Board members are attached. Also included are questions submitted by teachers received by Board members.

Please send the responses to the Office of Board Governance for dissemination to the Board.

Start. Stay. Succeed.
Comienza. Quédate. Triunfa.

Questions from Board Members

Administration’s Response

<p>1. Goodrich Elementary:</p> <p>a) Is at capacity, no extra space, rooms, or closets to place anyone. CLASS SIZES ARE VERY LARGE (20–40).</p> <p>b) If all students show up, how will the classes be divided for social distancing?</p> <p>c) How will the school handle the IEPs for students from outside entities? Goodrich Elementary services students from nearby charters/vouchers who physically visit the building.</p> <p>d) Goodrich also has known electrical service problems and may not be able to support the additional air purifiers. Will there be a test or evaluation as a preventive measure?</p>	<p>a–b) If classes are over 18 students, they must be divided. Schools will work collaboratively to determine how students will be divided. This may require the use of overflow rooms to accommodate students (such as the gym, lunchroom, library media center, and other identified educational areas) and/or an adjustment in teacher/staff assignments.</p> <p>c) IEP meetings will continue to be held virtually for these outside entities.</p> <p>d) According to the MPS Electric Shop in DFMS, the electrical service at Goodrich School should be able to support the electrical load of the air purifiers. When the units are delivered, the units will be plugged in right away to ensure that the units are operational.</p>
<p>2. How will schools handle social distancing that are “open concept” classrooms?</p>	<p>Students should be 6 feet apart to the greatest extent possible regardless of the school format.</p>
<p>3. Bryant Elementary:</p> <p>a) School has worked diligently to contact approximately 25% of the student body without success. Social workers have tried letters that are returned, phone calls/numbers don’t exist.</p> <p>b) Should these students be considered “virtual” by default?</p>	<p>a–b) The default for attending is virtual. Any students who do not provide a selection choice or are new to the district will be placed in a virtual instructional platform. If the student requires an in-person placement, accommodations will be made with schools on an individual basis. Consideration will be given to spacing, transportation, special needs of students, etc.</p>
<p>4. Is it legal to mandate that students remain enrolled in a choice chosen via the survey (virtual or in-person)?</p>	<p>For health and safety reasons, MPS highly recommends that families remain in their selected educational platform for the remainder of the 2020–2021 school year. Extenuating circumstances will be considered.</p>
<p>5. Parkview Elementary:</p> <p>a) Lacks expansion space to accommodate social distancing. How will this be handled?</p>	<p>The guidance from the Milwaukee Health Department is that “physical distancing (at least 6 feet) should be maximized to the greatest extent possible.” Use of alternate areas, such as lunchroom, library, computer lab, art room, music room, hallway, etc., is highly encouraged.</p>
<p>6. Why is school scheduled to start on April 14th? This is a Wednesday, which is supposed to be asynchronous learning.</p>	<p>The administration’s plan was to begin in-person learning on Monday, April 12, 2021. The Board’s motion called for in-person learning to begin on Wednesday, April 14, 2021.</p>
<p>7. Head Start continues to enroll the little ones until May, which can enlarge the K3 and K4 classes even more, limiting social distancing. Many of these classrooms lack bathrooms. Describe how bathroom</p>	<p>Toileting Needs/Diapering When diapering a child, wash your hands and wash the child’s hands before you begin, and wear gloves. Follow safe diaper changing procedures. Procedures should be posted in all diaper-</p>

Questions from Board Members

Administration’s Response

<p>use for this age group will be facilitated, particularly for teachers who depend on a relief person to help with toileting needs for this age group.</p>	<p>changing areas. Personal protective equipment (PPE) should be used when working with bodily fluids. PPE includes masks, gloves, gowns, and face shields.</p> <p>Steps include:</p> <ul style="list-style-type: none"> • Prepare (includes putting on gloves) • Clean the child • Remove trash (soiled diaper and wipes) • Replace diaper • Wash child’s hands • Clean up diapering station • Wash hands: After diapering, wash your hands (even if you were wearing gloves) and disinfect the diapering area with a fragrance-free bleach that is EPA-registered as a sanitizing or disinfecting solution. <p>If other products are used for sanitizing or disinfecting, they should also be fragrance-free and EPA-registered. If the surface is dirty, it should be cleaned with detergent or soap and water prior to disinfection.</p>
<p>8. If a classroom has over 15 students who want to return in person, how will it be decided which 15 get to be with their teacher and which students leave? Who will take them? Where will they go? Some of our buildings are absolutely filled and every room is utilized. What will that instruction look like? Are parents aware of this possibility? What is our capacity to provide additional teachers to our language immersion programs to cover the possible high in-person turnout?</p>	<p>Parents have been surveyed in reference to selecting the educational platform that best fits the needs of their child.</p> <p>If classes are over 18 students, they must be divided. Schools will work collaboratively to determine how students will be divided. This may require the use of overflow rooms to accommodate students (such as the gym, lunchroom, library media center, and other identified educational areas) and/or an adjustment in teacher/staff assignments. Additional instructional personnel will be available to schools as needed.</p> <p>In all classrooms, teachers will provide interactive experiences for students through the use of student discourse, guided feedback and practice, real-time engagement, and maximization of the use of high-quality instructional materials. Through the use of the portable plexiglass shields, teachers will be able to be mobile in providing high-quality instruction for students.</p>
<p>9. How are we screening people who enter the schools if our school buildings are open to the public on April 12th? It is not appropriate to expose our children to any COVID risk the public may bring into the building.</p>	<p>The MPS “no visitor” policy will remain in effect for the remainder of the 2020–2021 school year.</p>
<p>10. Where are materials for students, primarily in the elementary schools, coming from and how will those items be stored? What can students bring from home? How are we communicating that to our families?</p>	<p>Instructional materials will be provided by the school. Students are encouraged to keep other materials at home. Guidelines are being communicated to families through school newsletters and the MPS website.</p>
<p>11. Ventilation: Many bathrooms for staff and students have no windows. Some of our workspaces also have no windows. How will ventilation be handled in those situations?</p>	<p>By building code, staff or students cannot occupy a space without ventilation. All rooms that allow occupants are ventilated.</p>

Questions from Board Members

Administration’s Response

<p>12. Who oversees monitoring supplies: PPE, HVAC systems, hand sanitizer, paper towels, water supply, etc.? What is the process for reordering, and what will that turnaround time be? What is our supply for replacing all those resources?</p>	<p>The principal and building engineer oversee the monitoring and ordering of all supplies. They maintain an inventory list and submit orders in a manner that will allow for timely receipt of materials.</p>
<p>13. All teachers/staff have the potential to have close contact with students. Do all get N95?</p>	<p>All specialized services staff, any staff who transition between classrooms/buildings, and staff in isolation rooms or other critical areas will be provided with N95 masks. N95 and other varieties of masks will be made available at all school sites and provided as needed.</p>
<p>14. Lunch: If it is expected that only 50% of students are expected to return, even in a smaller school, that could be 200 students. How will that lunch time be scheduled and how many students will be allowed in the cafeteria/gym? Lunch includes bathroom breaks and recess, which requires all hands on deck. What is our expectation for additional staffing needs? Where will students store masks while eating? I suspect many masks will fall on the floor or end up in food. How will they get new ones during those times when they are out of the classroom?</p>	<p>Classrooms and other open rooms including the cafeteria can be used for lunch. Physical distancing should be arranged to the greatest extent possible. School leaders will manage staffing assignments and schedules. The district will provide on average three masks per student during the course of the 2020–2021 school year. Schools will have extra disposable masks available as needed.</p>
<p>15. What is our policy for dismissal procedures? Where will students wait for families to pick them up or buses to arrive? What will we do when buses are late, especially during inclement weather conditions?</p>	<p>Individual schools will determine the entrance and dismissal procedures in a collaborative fashion. Schools will follow the necessary health and safety guidelines to the greatest extent possible.</p>
<p>16. Spaces and staff to monitor students who are removed from the classroom: Who will monitor the “isolation” room? Will that be their only responsibility? Where will students go if they need time away from the classroom if they are having a traumatic incident or struggling with self-regulation? Who will monitor them? Where will that space be? Where will students who refuse to wear a mask be taken, and who will monitor them? What will we do with students who need to leave during the day due to illness or a behavior concern to stay if family is unable to pick them up all day?</p>	<p>The isolation room will be monitored by the principal or designee. It’s highly likely that this assignment will be given on a rotational basis.</p> <p>Students who experience the need for behavior consultation or who refuse to wear a mask will be addressed by the administrator who will follow health and safety guidelines and progressive discipline guidelines if needed. Schools will designate a space for students who need time away from the learning environment. In the event that students are unable to remain at school for the full day, administrators will work with families to arrange for student pick-up.</p>
<p>17. Transportation: Who is making seat assignments? If there is a case on the bus, do those students get quarantined as well? If buses need to make a second run, what does that look like at the end of the day?</p>	<p>The MPS transportation department is making seat assignments. Contact tracing and quarantine procedures will apply to a case on a bus. Schools are not making quarantine decisions. The transportation department is creating bus routes as appropriate.</p>
<p>18. The early childhood teachers have many very serious concerns. Are we meeting with them to listen to their thoughts and address the issues?</p>	<p>The Early Childhood Division is dedicated to ensuring that all students return to face-to-face instruction and receive access to the highest quality of care. The department is working collaboratively with teachers to ensure that the safety and mental well-being of all children are being addressed.</p>

Questions from Board Members

Administration’s Response

<p>19. Will the high school students be following the schedules they have now starting the 26th, or will they be reverting to hours 1–7 pre-COVID?</p>	<p>High school students will follow their regular instructional schedules as indicated within our district-wide Infinite Campus system.</p>
<p>20. What are our criteria for closing the district?</p>	<p>The closing procedures for the district are as follows: One confirmed positive case in a classroom will lead to that class returning to virtual instruction for 14 days. Three confirmed positive cases in a school will lead to that school returning to virtual instruction for 14 days. The state and city health departments may at any time close school districts at their discretion.</p>
<p>21. On Wednesdays, are staff expected to work onsite or from home?</p>	<p>Staff will work onsite all five days, Monday - Friday. On Wednesdays, teachers and paraprofessionals may work remotely.</p>
<p>22. Will each school have a full-time nurse? Will they be responsible for contact tracing and notifying families of illness or exposure?</p>	<p>Each school will have a nurse who will assist with contact tracing within their school.</p>
<p>23. How are we communicating the reality and facts of in-person instruction to our families? There is only one parent engagement session scheduled prior to in-person instruction. Our families should understand what a day in the classroom will look like. Here is a sample of what some families have received from their school:</p> <p>Students will be required to wear masks all day without exception.</p> <p>Students will be required to sit in their seats and will not work with school materials unless we predetermine specific materials.</p> <p>There will be no more than 15 students in a classroom. If more students opt to return, we will determine where children will go in the building, with a district-sent person to oversee them, not your child’s teacher. Our school is fortunate in that we have some empty classrooms. I do not know who will staff those rooms at this time.</p> <p>Students will work on their computers for lessons and Seesaw. They will receive virtual lessons, just like now. The only difference is that they will be sitting in a classroom and not at home.</p> <p>There will be little socialization, as everyone will remain with their pods, and the teachers will keep to their virtual schedules.</p> <p>IF you have children who are doing very well at home and who are in a routine, especially K3 and K4, you may want to decide to keep them at home.</p>	<p>The structure for in-person learning has been communicated to parents via a school survey and a letter from their school leader. The district parent information sessions are scheduled to occur prior to students returning.</p>

Questions from Board Members

Administration’s Response

<p>They will have the freedom to walk around and not wear masks. They will also get to move freely.</p> <p>K3s and K4s usually start the school year with a staggered start, so they do not all appear on the first day. This will not happen. This will be their first experience with in-person schooling.</p>	
<p>24. What will schools look like as a child walks through the front door, in the hallways, and into their classroom?</p>	<p>Local administration in collaboration with their staff will design and determine the traffic flow to their school to minimize physical contacts and enhance physical distancing. Procedure will be communicated to all stakeholders. Once students enter the classrooms, they will be greeted by teachers who will be providing in-person instruction that is interactive and engaging.</p>
<p>25. How will classrooms be organized (face-to-face and virtual), and how will teachers interact with students?</p>	<p>Physical spacing of classroom furniture will be organized according to CDC recommendations. Teachers will have the opportunity to designate spaces in the room according to CDC guidelines. Teachers may interact with students using small groups and interactive strategies.</p>
<p>26. How will lunch be organized and how will dismissal be organized, including organization on buses?</p>	<p>Procedures for breakfast, lunch, arrival, and dismissal will be organized by the local school following CDC recommendations.</p>
<p>27. How will bathroom use be handled?</p>	<p>School leaders will work collaboratively with school staff to create schedules for bathroom use per CDC recommendations.</p>
<p>28. What will quality instruction look like—not just more screen time?</p>	<p>Teachers will connect with their students who are attending school via a virtual learning platform through Google Meet. Once they greet students, they will share their screen, which is also projected for their students in the classroom. Teachers will monitor what the online students see and reply to their questions in the chat. Teachers will utilize their SMART Boards to simultaneously engage with virtual and in-person students. They will demonstrate math problems or project other things like reading stories on the screen. Students at home will see the teacher, and students in class will see the teacher. The teacher will not be stationed at the computer. The camera will pick up the teacher at the front of the room. The teacher can provide real-time feedback as she sees which students need it. The teacher will walk around the room and see how students are performing and check in on students on the computer. Teachers will utilize many of the strategies that they have always used in the classroom, but they will consider safety guidelines in making adaptations. Students with disabilities will be offered in-person instruction at their school on Wednesdays from their providers to meet their IEP goals with parent agreement.</p> <ul style="list-style-type: none"> • Turn and talks can happen with peers in the classroom as they think about content, turn to a partner (facing the same direction), and share ideas.

Questions from Board Members

Administration’s Response

	<ul style="list-style-type: none"> • Interactive modeling will occur (I do, We do, Groups do, You do). <ul style="list-style-type: none"> ◦ I do: Lead a modeling session related to the new information for the group using a think-aloud strategy. ◦ We do: Ask students to help work through a second example. ◦ Groups do: Group students (in the classroom, online, or a mixed group) to tackle another example without teacher support. ◦ You do: Give students time to work through an example on their own without any teacher or peer support. <p>Teachers will engage students in interactive lessons that involve teacher-to-student interaction and peer-to-peer interaction.</p>
29. What after-school programs and childcare will be provided?	Beginning on April 14, before- and after-school programs will be available.
30. What extracurricular activities will be offered?	Spring sports will be in effect.
31. What happens in a school that cannot meet the 18 student per classroom cap?	If classes are over 18 students, they must be divided. Schools will work collaboratively to determine how students will be divided. This may require the use of overflow rooms to accommodate students (such as the gym, lunchroom, library media center, and other identified educational areas) and/or an adjustment in teacher/staff assignments.
32. My understanding is that K3/K4 students were not returning to in-person. Is that true?	K3–3rd grade will return in person on April 14, depending on the instructional selection choice made by their families.
33. When is the deadline to opt into in-person learning?	April 1 is the deadline to respond to the survey to opt into in-person learning. Consideration may be given to families expressing a desire to attend in person after this date on a case-by-case basis.
34. Does the survey/what information is being provided to parents to understand what an in-person day would look like?	The survey explains the two options, and there are explanations of the options in the parent letter and in the video presented in the reopening plan.
35. How will virtual education change with in-person?	Students who remain virtual will continue using Google Classroom or Seesaw to engage with their teachers on the schedule aligned to in-person instruction. Overall, the virtual education experience will not change. However, schedules may be altered to increase learning time and provide screen breaks to reduce screen time.
36. Will CLC or safe spaces be open for students who do not qualify for in-person on April 12th? (4th–12th grade)	CLCs and Safe Places that have been in place this year will provide full day in-person on April 12 and 13 and on virtual school Wednesdays starting April 21 and going forward. In addition, after-school care will be provided on in-person school days. Families have to pre-register to

Questions from Board Members

Administration’s Response

	participate. If space and services are available, schools may choose to operate at full capacity on April 14, 15, and 16.
37. What is being done to fill vacant kitchen manager positions and building engineer/building service helpers to prepare for return?	Building Operations has a low vacancy rate and is meeting the needs to provide personnel where needed. School Nutrition Services is working to recruit personnel and stands ready to support the nutritional needs of our students.
38. How can kitchen managers have meals ready without stable assessment of in-person attendance?	To prepare for in-person learning, the nutrition staff used estimates. Nutrition staff will further use the results of the survey to specifically prepare for in-person meals. Students attending school virtually can pre-order meals once per week through the website and pick up at the closest school.
39. How can we receive reopening procedure updates in real time? How will the public receive them?	School sites will provide their school community with specific reopening procedures and post protocols on their respective websites. The district will keep the Roadmap to Readiness plan on the district website updated and available to use a resource guide.
<p>40. Below are updates I heard during the board meeting that were not provided in the original PowerPoint 2x2. Can I receive confirmation that this is true?</p> <ul style="list-style-type: none"> • Individual manipulative materials will be available for students (not just reading). • We are utilizing the updated CDC guideline of 3 feet. • Lockers can be used (meaning students may congregate). • We have records on how many people in our workforce (and potentially their families) have preexisting conditions because we are self-insured. What is the total percentage estimate of 	<p>Manipulatives and learning materials will be made available for students, and each student will have storage for his/her personal set of supplies. Individual materials (e.g., consumable workbooks, crayons, makers, scissors, etc.) may be included. Other classroom supplies, such as guided reading texts, may be used if each student has an individual copy and the book can be quarantined for 24 hours before being used by another student.</p> <p>Individual materials can be used to support instruction. Sharing of materials will be minimized as much as possible. Materials must be cleaned between use if shared.</p> <p>The current CDC physical distancing guidance outlines that students remain at least 3 feet from one another. MPS is following guidance that recommends 6 feet physical distancing.</p> <p>Lockers can be used if the schools assign them to individual students. Backpacks may be used to carry personal belongings. School staff will create scheduling and supervise during passing time to minimize students congregating.</p> <p>Staff with preexisting conditions will have to apply for a workplace accommodation by April 12, 2021. We will not know the number of people included in this population until the applications are reviewed/approved. Teachers/staff provided this particular accommodation</p>

Questions from Board Members

Administration’s Response

<p>the workforce that would qualify for an in-person exemption?</p>	<p>will deliver instruction/work virtually.</p>
<p>41. How many vacant positions are at each school? How will this be remedied for in-person instruction?</p>	<p>There are currently 89 teacher vacancies. Most of them are covered by a long-term substitute teacher. The Office of Human Resources is in the process of reaching out to every long-term substitute teacher to see whether they are going to stay in their assignment and return in person. The Office of Human Resources is also reaching out to all other substitute teachers in the sub pool who have indicated an interest in returning to an in-person assignment and will use them to fill vacancies. Central Services teachers will also be dispatched as needed to school sites.</p>
<p>42. How does in-person instruction support, coincide, or lead to summer learning opportunities?</p>	<p>All families will be offered summer learning opportunities. These opportunities will not be dependent on whether a student was learning in-person or virtually.</p>
<p>43. What are the metrics of success/value added for in-person learning? How will they be reported out so that the public understands what we are trying to accomplish with this pivot?</p>	<p>Student learning will be measured with classroom-based and standardized assessment throughout the remaining school days. In-person learning provides an option for families and students who express the need for additional academic and social-emotional support.</p>
<p>44. How will principals/building leaders be supported to reopen?</p>	<p>Principals will receive information, professional development, and resources to support the safe reopening of school. These supports will continue throughout the remainder of the school year through the coaching of the regional superintendent and the instructional director of school support.</p>
<p>45. How can a principal be a COVID coordinator/in charge of an isolation room when they are supposed to run a school building? What if they don’t have an AP?</p>	<p>School leaders must identify and assign a staff member to the isolation room.</p>
<p>46. Do class cap sizes apply to instrumentality charters? Yes or no?</p>	<p>Yes.</p>
<p>47. I really want to nail down how we get to 15/18.</p> <p>If 15 or fewer students opt for in-person, then we will have in-person class and remote for a full day of synchronous learning.</p> <p>Ex. 25 students in first grade 15 opt to come back and are in classroom 10 opt to stay virtual and are in their own learning space</p> <p>If more than 15 opt in and there is adequate space in the building, then there will be one group in the classroom, one group remote from home, one group remote from building for a full day of synchronous learning.</p>	<p>The Board decision was to cap classes at 15/18. The Milwaukee Health Department has lifted all capacity limits for schools.</p> <p>The survey will determine the number of students returning, and then we will work to support those classrooms that exceed the 18 student cap.</p> <p>The district prioritizes teaching, learning, and safety. Given the 18-capacity limit per classroom, while the relationship between teacher and student is valued, modifications may have to be considered to meet the Board-approved reopening plan provisions. School sites are working to make accommodations based on survey results, including:</p> <ul style="list-style-type: none"> • Overflow classrooms • Combined grade levels

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<p>Ex. 25 students in first grade 20 students opt to come back: 15 are in the classroom, 5 are remote from the library 5 opt to stay virtual and are in their own learning space</p> <p>If more than 15 opt in and there is not adequate space in the building, then there will be one group in the classroom and one group remote from home for a full day of synchronous learning, and we need to establish how students will be prioritized to be in person.</p> <p>Ex. 25 students in first grade 20 students opt to come back 15 are in the classroom – 15 are decided by criteria, which could be:</p> <ul style="list-style-type: none"> • 504/IEP plans • lack of stable internet connection • utility moratorium being lifted • demonstrated academic need <p>5 are remote from home with an explanation that we have limited space 5 are remote from their own learning space</p> <p>To be clear, I do not think the criteria I am using for the example is the only or correct way to approach it. I feel like we can draw analogies to vaccine priority groups 1A, 1B, 1C. We recognize that the need is not equally felt in all homes. Explain how we make that decision so it does not seem arbitrary. I don’t expect people to need to know that Child A has an IEP and that’s why they get to come back. Just make it clear that we’re not picking favorites or just drawing an arbitrary line to say who is in/out.</p>	<ul style="list-style-type: none"> • Split grade levels • Hybrid, virtual, and in-person learning
<p>48. Please paint a picture of what it looks like. For example: “My child is in-person at Cooper. At 7:15, they line up on the playground. Mrs. Gavronski meets them on the playground, walks them to their room, they hit the hand sanitizer, and are settled by 7:25, at which time Mrs. Gavronski logs onto the Google Meet, does the morning greeting, and starts DEAR.” “My child is remote at Cooper. At 7:25, she logs onto the Google Meet. She sees Mrs. Gavronski seated at her desk and her nine other remote peers on the screen. Mrs. Gavronski does the morning greeting and starts DEAR.”</p>	<p>Teachers will connect with their students who are attending school via a virtual learning platform through Google Meet. Once they greet students, they will share their screen, which is also projected for their students in the classroom. Teachers will monitor what the online students see and reply to their questions in the chat. Teachers will utilize their SMART Boards to simultaneously engage with virtual and in-person students. They will demonstrate math problems or project other things like reading stories on the screen. Students at home will see the teacher, and students in class will see the teacher. The teacher will not be stationed at the computer. The camera will pick up the teacher at the front of the room. The teacher can provide real-time feedback as she sees which students need it. The teacher will walk around the room and see how students are performing and check in on students on the computer. Teachers will utilize many of the strategies that they have always used in the classroom, but they will consider safety guidelines in making adaptations. Students with disabilities will be offered in-person instruction at their</p>

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	<p>school on Wednesdays from their providers to meet their IEP goals with parent agreement.</p> <ul style="list-style-type: none"> • Turn and talks can happen with peers in the classroom as they think about content, turn to a partner (facing the same direction), and share ideas. • Interactive modeling will occur (I do, We do, Groups do, You do). <ul style="list-style-type: none"> ◦ I do: Lead a modeling session related to the new information for the group using a think-aloud strategy. ◦ We do: Ask students to help work through a second example. ◦ Groups do: Group students (in the classroom, online, or a mixed group) to tackle another example without teacher support. ◦ You do: Give students time to work through an example on their own without any teacher or peer support. <p>Teachers will engage students in interactive lessons that involve teacher-to-student interaction and peer-to-peer interaction.</p>
<p>49. Are remote learners staying on computers longer than is developmentally appropriate?</p>	<p>When the school reopens for in-person learning, the students remaining virtual will follow the in-person schedule with a live broadcast of classroom activities. All students will follow the traditional school bell schedule. Physical breaks and brain breaks will be scheduled throughout the day and during class periods.</p>
<p>50. For specials, what does it look like? If Mr. Fritz is doing gym outside, is there someone who does an activity online with the remote learners? If we’re using libraries to allow for more children, then does the librarian work from home?</p>	<p>School sites will determine schedules for specials, lunch, and recess to ensure safety and supervision of students in all common spaces such as gym, cafeteria, and library.</p> <p>All teachers will work from the school building unless they have been given an approved accommodation.</p>
<p>51. Why is the principal staffing the isolation room? Is that something the nurse should be doing? (I believe Director Phillips asked this the other night, but it seems to be one of the biggest questions I’ve gotten from principals.)</p>	<p>The leaders will facilitate the isolation room by staffing themselves or identifying the designee to do this. Nurses will assist in assessing students who may need to be assigned to the isolation room. Nurses will continue with their regular duties. Administrators are responsible for supervising students in the building.</p>
<p>52. When will the HEPA filter units arrive? When will people be trained on how to use them?</p>	<p>Portable HEPA filtration units or air purifiers arrived before school staff returned on April 12. The units plug into an outlet. No training is needed, but like any other appliance or device, the unit will come with an information manual if staff has any questions.</p>
<p>53. Can we allow toys, materials, and manipulatives for early childhood if we establish safety protocols? One of the educators in my district has a low class size, with room for adequate distancing. Current COVID understanding is that it’s an airborne illness.</p>	<p>The focus should be on providing individual materials. If this cannot be done, shared materials must be cleaned between uses but could become part of the classroom routine for students able to do so. Teachers will be responsible for wiping down/sanitizing their individual</p>

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<p>Limiting the toys, materials, and manipulatives limits the benefits of early childhood education.</p>	<p>materials, desk, and chair after use. No teachers will be required to clean or sanitize student materials.</p> <p>According to CDC guidelines, to the greatest extent possible materials are to be individually packaged and stored. However, if learning materials are placed in student mouths, consider the following: Set aside toys that children have placed in their mouths or that are otherwise contaminated through contact or other body fluids until they can be cleaned by hand by a person wearing gloves. Clean with water and detergent, rinse, and sanitize with an EPA-registered disinfectant, rinse again, and air-dry. You can also clean in a mechanical dishwasher. Be mindful of items more likely to be placed in a child’s mouth, such as play food, dishes, and utensils.</p> <ul style="list-style-type: none"> • Do not share toys with other groups of students unless the toys are washed and sanitized before being moved from one group to the other. • Set aside toys that need to be cleaned. Place in a dishpan with soapy water or put in a separate container marked for “soiled toys.” Keep dishpan and water out of reach of children to prevent risk of drowning. Washing with soapy water is the ideal method for cleaning. Try to have enough toys so that the toys can be rotated through cleanings. • Children’s paperback books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional procedures for cleaning or disinfection.
<p>54. I know that we wrote it as 15/18 students. How many would be able to return if it were at a 3-foot distance per the updated CDC guidelines?</p>	<p>In alignment with the Milwaukee Board of School Directors’ March 2021 action, the plan is to maintain a quota of no more than 15–18 students per classroom. If a 3-foot distance were put in place, the number of students would be approximately 26.</p>
<p>55. I am getting HEAVY pushback on the freshmen, sophomores, juniors question. Is there a way to allow for more students without identifying them as “failing”? Can we identify the method of instruction as failing rather than the student? If seems particularly counterproductive to ask a student who needs more help to self-identify as a failing student in order to get the assistance they need.</p>	<p>The Board decision was to limit class size by eliminating specific grade levels. The Board motion included the language regarding failing students.</p> <p>High schools have been provided with guidance on using Term 3 grades to determine students in danger of not passing a course. This will be used for all schools for a consistent and objective determination of students in need of support. Students may attend in person or remain virtual. We recognize that the wording of the motion is not intended to label students but rather provide additional targeted supports.</p>
<p>56. At the school level, what explicit instructions were given to principals to ensure that they collaborate with all staff, including the school MTEA building committee and other employees as well?</p>	<p>It has been and continues to be the expectation that school leaders collaborate with all stakeholders. In the fall, principals were provided with guidance as it relates to establishing a school-based team for ongoing school</p>

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	reopening planning. The guidance included all school stakeholder participation. School-based reopening teams were formed to address health and safety mitigation strategies as well as professional development for all staff.
57. What recommendations on social distancing do the CDC and MPS administration give to early childhood educators who need to be physically close to a student (diaper change, help with putting on a jacket, separating two students who are fighting, etc.?).	The current CDC physical distancing guidance outlines that students remain at least 3 feet from one another. MPS is following guidance that recommends 6 feet physical distancing. In addition to physical distancing, staff and students will access other mitigation strategies. Staff who regularly engage in close contact with students will be provided with an N95 mask and, if needed, a gown, gloves, face shield, sanitizer, and appropriate cleaners. Plexi barriers are available for staff, and operational HEPA filtration units are in rooms. Close contact would be avoided to the greatest extent possible, and fighting would be addressed accordingly.
58. What resources will be provided to early childhood teachers so that they have sufficient books and hands-on materials for all students to use?	It is recommended for teachers to follow up with their school administrator regarding requests for additional materials outside the Board-adopted resources. A reminder: Frog Street has nearly 100 books for students to interact with. According to safety protocols, one book at a time should be given to the student to ensure that cleaning measures are adhered to after each interaction. In Head Start classrooms, as a federally funded program, each classroom is supplied with consumable instructional materials and health supplies.
59. What explicit instructions were given to the principals and all staff members that schools have the right to problem-solve how best to serve the needs of children given the numbers of students who attend face-to-face instruction and the numbers that remain virtual?	Based on the school survey results, schools will be able to determine where additional staff and space may be needed to accommodate all in-person learners.
60. How will the district guarantee that if an employee or parent calls with a concern about reopening issues, they will (a) get a timely response and (b) not be retaliated against?	All concerns will be taken seriously. If there are concerns from staff or parents, they should be handled at the local level. All unresolved issues should be addressed with the regional system of support in a timely way. As with all concerns, the district will follow all policies regarding staff protections.
61. If the school is short of physical space for 15 students per classroom (or 18 in larger classrooms), how will that problem be resolved?	Based on the school survey results, schools will be able to determine where additional staff and space may be needed to accommodate all in-person learners.
62. Will there be a separate hotline for transportation issues? If not, why not?	The district will continue to utilize the transportation hotline for transportation issues related to emergencies and questions.
63. Given that instruction has been remotely this entire year, some parents don’t want to have their students	The Wisconsin Forward Exam, Dynamic Learning Maps, ACT Aspire, and ACCESS for ELLs are required state exams for state and federal accountability. Completing

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<p>forced to take standardized testing. How do parents opt their children out of standardized testing?</p>	<p>English language arts and math will be prioritized on the state tests. ACCESS will be prioritized for students near exiting and where additional information is needed to support a student’s English language acquisition. Star will be optional this spring only.</p> <p>The Wisconsin Forward Exam has been shortened for this year. Other windows have been extended to accommodate changes from remote to in-person learning across the state.</p> <p>Information on policies regarding student participation in state assessments and procedures for opting out is available on the Wisconsin Department of Public Instruction website at https://dpi.wi.gov/assessment/faq. We will expect administration to follow these guidelines.</p> <p>Parents may initiate to opt out of testing for their child following the steps below:</p> <ol style="list-style-type: none"> 1. An opt-out from a state assessment must be initiated by the parent. Under no circumstances should an opt-out be initiated or encouraged by a teacher or other member of the school staff. 2. The parent contacts the principal in writing if they are interested in an opt-out from state testing. 3. The principal will discuss the importance of testing and the use of results data with the parent. The principal also shares information on the state statute regarding opt-outs, encouraging participation. This is a good time to address parent questions and concerns. 4. Opt-outs are granted per state statute in grades 4, 8, 9, 10, and 11. 5. Principal discretion may be used at other grade levels if the school participation rate does not fall beneath 95% participation overall or in any subgroup in rare circumstances. If the Wisconsin Department of Public Instruction receives approval of their waiver request, the 95% test participation may not be a concern. 6. Principal provides copies of approved opt-out letters to the Department of Research, Assessment, and Data.
<p>64. How will the administration direct principals to NOT question or try to persuade otherwise a parent or guardian who requests to opt their children of standardized testing?</p>	<p>The Wisconsin Forward Exam, Dynamic Learning Maps, ACT Aspire, and ACCESS for ELLs are required state exams for state and federal accountability. Completing English language arts and math will be prioritized on the state tests. ACCESS will be prioritized for students near exiting and where additional information is needed to support a student’s English language acquisition. Star will be optional this spring only.</p> <p>The Wisconsin Forward Exam has been shortened for this year. Other windows have been extended to accommodate changes from remote to in-person learning across the state.</p>

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<p>65. A major concern of board members is the treatment of our staff since the beginning of the pandemic by HR, an administrative unit that was audited with the assistance of the Council of the Great City Schools and emerged as an area in need of major change because of its extremely unfriendliness and disregard of employees and ill treatment of current employees, many of whom have developed an attitude about not contacting when the same disrespectful individuals continue practices that push them away and act with impunity. Earlier in the pandemic, to address HR’s behaviors and change minds, the Board had to direct the administration to maximize remote work. During the meeting of 3/23/21, part of the motion adopted by the board called for maximum “flexibility” and kindness when considering employee applications for continued remote work. During the pandemic, all applications by employees who request remote work because of medical reasons or possible situations of potential exposure to the virus and contamination of others in the home and at risk should be treated with the utmost respect. Yet early reports on respectful,</p>	<p>The leadership team in HR understands the customer service nature of the work that the office does. Employees come to HR with sensitive issues that significantly impact their lives. It is the expectation that all HR personnel treat every employee with dignity and respect.</p> <p>Since the moment that the administration started the Roadmap to Readiness work last summer, it has taken deliberate action to involve all key stakeholders.</p>

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<p>humane, and reasonable treatment are not evident. Employees should not be thought of as opportunists who do not wish to work and treated despairingly, questioning to excess their motives when applying for remote work.</p> <p>Question: Will a new administration of HR lead to major changes and practices regarding the above conduct, make appropriate changes in personnel who continue the disrespectful treatment of employees, and maximize friendly collaboration and flexibility to humanize employee treatment during the pandemic?</p>	
<p>66. Related to Q #1 are concerns raised by LTE’s working to help the district with induction. These are almost exclusively part time retirees helping with the difficult tasks of preparing well employees teaching and guiding the learning of our students. Most are older individuals often with pre-existing medical and other conditions, often with families, etc., and for whom accommodations have to be made because of their at-risk realities. At the beginning of the pandemic, they were promised their work would be done remotely. There has been no complains about this, and reasonable thinking should conclude that a lesson from the pandemic is that we will have to change how part-time and other employees can do, very well, their work remotely and be extremely helpful to the school district. Then, there is the rumor that they may send to fill in school assignments when teachers and others attain virtual status and there are not enough staff to attend to students returning in person. This group of employees did not sign up for this, nor are they adequate /a appropriate for these functions. Some have contact me because they don’t even have a contract for this school year, are expected to be reassigned to schools as needed, or because of the forms they now have to complete to request remote accommodations. They argue that when completing forms for an FMLA, employees do not have to disclose a medical diagnosis. Why do employees have to provide a specific medical diagnosis for the medical questionnaire to work remotely? Being required to provide a medical diagnosis violates HIPAA rights to privacy. The requirements for accommodations of HR and the forms used need serious reconsideration of language used and expectations that contradict the board’s concerns for reasonable and flexible ways to understanding and working with employees. Again, we cannot have thinking that blames employees and disparages remote work. The remote work option seems only available for people with severe medical issues.</p> <p>Question: What flexibility in terms of working remotely is being provided to MPS part time</p>	<p>Limited-term employees (LTE) support district operations and are hired to perform designated tasks including but not limited to reading support, math interventions, etc. Considering the role they play in school communities, they may be designated to support students in the classroom. The district will continue to adhere to the rights of and protections of all employees relative to protected health information. Workplace accommodations and leaves may be authorized to full-time employees that meet specific criteria.</p>

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<p>employees, such as LTE’s (and those who are also parents) who are or need to work remote hours, and may not have a severe medical need, and simply need to be accommodated during the pandemic?</p>	
<p>67. There were lots of concerns regarding the inclusion of the MTEA and ASC in the deliberations that led to the plan presented by the administration. Statements by the MTEA pointed to their exclusion from certain important committees. A survey by the ASC pointed to how more than 72% of its members indicate that they were not involved and told what to do, including keeping information about the plan from school teachers/other staff. The same was reported by many parents. The extent of this may be dismissed by the administration, but most school personnel tend to validate these concerns, and talk of retaliation against those who raise questions. Adequate communication seems to be crucial in a district the Board has tried hard to make very democratic and transparent.</p> <p>Question: How will the administration correct this perception of real exclusion of key constituents in the implementation of this plan and in response to the Board’s motion? Will there be meetings of the administration with these constituents before the detailed elaboration (in writing) of this plan for reopening is posted on the web, and how will such consultations be reported?</p>	<p>All stakeholders have been actively involved in regularly scheduled meetings, conversations, planning, and correspondence regarding school reopening. There have been ongoing meetings and discussions regarding reopening implementation. School reopening minutes are recorded for review to keep all stakeholders informed. In addition to work groups, information sessions have been facilitated for students, staff, and parent stakeholders.</p>
<p>68. There are very specific questions by principals/teachers/staff/parents regarding more specificity on keys components to the administration’s plans. There are questions about the specific school-based plans on how a return of k3-4 will unfold. Safety and instructional issues on a return to classrooms that may exceed the 15 per class, etc., staffing, technology, testing, safety and health issues do not appear to have been addressed, and this is creating more anxiety and stress in staff; and school administrators report that they don’t know exactly what to do but are told what to do from the “top.” In contrast with the expressed concerns of the Board, there does not seem to be serious involvement by classroom teachers and parents in shaping the issues and the problems, by school.</p> <p>Question: How will the CO administration and school-based administration ensure that classroom teachers and parents are involved in addressing communication to parents and specific staffing, logistical, material, and training concerns and needs? Will there be working groups established in every school to guarantee inclusion and engagement of those who have to deliver education and services? How will this democratic inclusion be corrected and reported back to the Board?</p>	<p>There have been multiple points of engagement for all school staff, parents, students, and district staff to provide input on school reopening.</p> <p>In the fall, principals were provided with guidance as it relates to establishing a school-based team for ongoing school reopening planning. The guidance included all school stakeholder participation. School-based reopening teams were to address health and safety mitigation strategies as well as professional development for all staff.</p> <p>The following guiding principles have been followed as it relates to reopening work groups: health and safety, quality instruction, student and staff support, safe operations, and effective communication.</p> <p>All stakeholders have been actively involved in regularly scheduled meetings, conversations, planning, and correspondence regarding school reopening. There have been ongoing meetings and discussions regarding reopening implementation. School reopening minutes are recorded for review to keep all stakeholders informed. In addition to work groups, informational sessions have been facilitated for students, staff, and parent stakeholders.</p>

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	<p>Each school in collaboration with its school-based team is developing reopening guidance to outline school-specific procedures and contact information to support the district reopening plan. This guidance includes components related to health and safety, school operations, professional development, family support, and academic expectations. The document serves to support all school staff, families, and students with an effective and safe return to in-person learning.</p>
<p>69. There are many questions regarding the provisions made in the motion of 3/23/21 for academic support to high school students who have failed courses. There are no specifics, and each school seems to be coming up with its own way of responding to this directive. In one high school, data shows that the number of students who fail a course is greater than 700. In others, sometime higher. Teachers are concerned that there is little direction in terms of their role. What will happen after April 26, when seniors will return in person and other teachers have virtual schedules that require their total attention? If teachers are not available to provide support to these students, who will do so? This area of concern can only be resolved with the inclusion of school-based educators in the search for solutions. There is also a serious concern with labeling kids as failures because they fail a class or so. Staff seems particularly concerned when this labeling will affect students in their classrooms and when kids brought back for academic supports know they are there because of their perceived failures.</p> <p>Question: Will the revised plan include specific guidelines for servicing students who have failed courses while preventing labeling of kids as failures; and will solutions to related issues emerge from collaboration with teachers and other educators as opposed to mandates from the top?</p>	<p>High schools have been provided with guidance on using Term 3 grades to determine students in danger of not passing a course. This will be used for all schools for a consistent and objective determination of students in need of support. Students may attend in person or remain virtual. We recognize that the wording of the motion is not intended to label students but rather provide additional targeted supports.</p> <p>There have been multiple points of engagement for all school staff, parents, students, and district staff to provide input on school reopening.</p> <p>In the fall, principals were provided with guidance as it relates to establishing a school-based team for ongoing school reopening planning. The guidance included all school stakeholder participation. School-based reopening teams were to address health and safety mitigation strategies as well as professional development for all staff.</p> <p>The following guiding principles have been followed as it relates to reopening work groups: health and safety, quality instruction, student and staff support, safe operations, and effective communication.</p> <p>All stakeholders have been actively involved in regularly scheduled meetings, conversations, planning, and correspondence regarding school reopening. There have been ongoing meetings and discussions regarding reopening implementation. School reopening minutes are recorded for review to keep all stakeholders informed. In addition to reopening work groups, informational sessions have been facilitated for students, staff, and parent stakeholders.</p>
<p>70. There are concerns about the lack of clarity regarding the use of Wednesdays. There is messaging that suggest the day will be used for in-depth cleaning, asynchronous learning, and professional development. School-based staff does not know how this will work, and there seems to be no guidance. Staff wonders if this means that instructional staff can work remotely to stay out of the way of cleaning crews, etc. Also, the recent mandate to provide anti-racist professional development for all staff seems undermined when data is clear that such training</p>	<p>Administration will continue to communicate and collaborate with all stakeholders regarding Wednesdays. Wednesdays have and will continue to be used for small groups, interventions, morning meetings, and academic and career planning. Students will work asynchronously for the remainder of the day.</p> <p>The expectation is that school staff works in the assigned school location five days a week beginning April 12, 2021. Building operations will develop a schedule to not interfere with the responsibilities of staff.</p>

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<p>needs to be incorporated into everything we do to prepare staff, especially when a lack of equity and racial understanding seems to be part of the learning problem of this school district, but no mention of it is done as a consideration for the use of Wednesdays.</p> <p>Question: Will the administration respond in detail to this lack of clarity and collaborate with the MTEA and ASC on establishing clear guidelines for the use of Wednesdays and the process of instruction during the other four days of the week, especially when some will be virtual and others in person?</p>	<p>Regular meetings are scheduled with MTEA and ASC. Members of MTEA and ASC were included on every work group. Invitations went out to all groups and will continue with all bargaining units.</p>
<p>71. There are questions raised about the promise of air filters for possible use in classrooms to address issues of ventilation. There are non-teaching employees with significant contact with students. School safety is about all employees in a school building and not just teaching staff.</p> <p>Question: Will air filters also be purchased and dedicated to offices of other non-teaching staff in school buildings, and will CO ensure proper directions to school administrators to ensure that this happens and others are not excluded?</p>	<p>Portable HEPA (high-efficiency particulate air) filtration units, also known as air purifiers, have been placed in classrooms, assembly spaces, or multiple occupant spaces. Schools will be provided with some additional units to utilize per the discretion of the principal or school leader.</p>
<p>72. Employees feel strongly that the amount of time dedicated by school administrators to issues and specifics of implementation of plans is not adequate to address issues specific to such a variation in school buildings—they seem as if one directive or policy “fits all.” There are so many issues related to implementation of a plan and receiving students with both the option of staying virtual and in person, that there is no possible way to ensure a more democratic process inclusive of teachers and other staff in the discussion of solutions. To date, school administrators are told what to do and what to say to teachers and other employees—over 70% of them, according to ASC, have not been consulted or included in anything thought process. This is known by school staff, who question how local decisions and solutions can be heard or implemented when they feel there is no respect for their voice or thoughts, and administrators must do as they are told. If much of this is true, then this contradicts the idea of specifics of implementation are the product of school staff or a few CO administrators. This seems to be an issue in all schools, with the exception of a few good principals with a good rapport with staff, but not the case in most schools. Implementation, in the pre-high school levels has its own issues of staffing and testing accommodations—they have many questions that need answers; implementation of high school arrangements has other questions and teachers have been on FB will all sorts of concerns.</p>	<p>The district continues to follow public health guidance as it relates to safe, in-person learning. We are collaborating with the Council of the Great City Schools as well as other local districts regarding safe, in-person learning.</p> <p>Work groups were created at the beginning of the pandemic: health and safety, quality instruction, student and staff support, safe operations, and effective communication. The work groups were accessible to all union staff and stakeholders.</p> <p>Each school in collaboration with its school-based team is developing reopening guidance to outline school-specific procedures and contact information to support the district reopening plan. This guidance includes components related to health and safety, school operations, professional development, family support, and academic expectations. The document serves to support all school staff, families, and students with an effective and safe return to in-person learning.</p>

Questions from Board Members

Administration’s Response

<p>Question: How will the administration look into the questions of all (k3, k4, K5, 1–8, 9–11, and grade 12), and included specific considerations in the more detailed plan for in-person schooling that will be posted on the web; and how will they produce guiding literature for each level of implementation that causes school administrators and school staff to work together in local implementation, with reasonable time for coordination provided?</p>	
<p>73. There are many concerns that have been raised about special education. Certainly, there are also huge misunderstanding by employees and parents of the funding resources available and the capacity to provide for students with disabilities. In part, this seems to be a product of the complexities of trying to provide services for these students and not get sue for not doing what is legally expected, especially when doing so takes resources away from others. MPS has a very high incidence of special education children (average 20% but as high as 36% in some schools). The state, feds, and advocates continue to push the district for more services; yet the state and feds continue to starve the district of funds to offer the best possible services while insisting on compliance with very confusing laws on expectations. The increasing multicultural and linguistic diversity of the district also makes these matters more complex. It seems that not to provide enough detail in the current administrative plan hurts us when trying to explain why we do certain things. Teachers/paraprofessionals increasingly complain about mandates of inclusion of special education student in their classrooms, not because they do not want to teach them, but because it comes with no additional staffing, and often with larger classroom enrollment (as high as 40 in some classrooms). In addition, teachers feel ill-prepared to ensure the best possible learning and are affected by disruptions and related conduct by children with special needs, greater need to work with parents, and mandates to scaffold and distinguish lessons for these students—yet, again, they feel ill-prepared. Testing of these children (and those in need of language education) is also a huge issue. Why testing so much in addition to an IEP and when resources for support are not readily available.</p> <p>Question: The board pushed for more inclusion of teachers and school staff in responding to more details needed for implementation of this plan, but there is a huge need for literature on why appropriate funds are not available, and engagement of all in causing the legislature and the feds to assume commit more funds. Will MPS spell out what it is doing to secure more funding and what others can do?</p>	<p>Milwaukee Public Schools actively seeks and pursues grants that align to the Milwaukee Board of School Directors’ goals and the Five Priorities for Success. Should competitive grants become available, MPS will vigorously compete for them with input from community members and stakeholders. We will involve parents through existing committees, such as the District Advisory Council, the Montessori Advisory Committee, and the District Multicultural Multilingual Advisory Committee.</p> <p>In addition, the federal government has provided funding during this time of the COVID-19 pandemic, including three rounds of stimulus funding for the purpose of ensuring the health and safety conditions in schools and accelerating learning for students. Hopefully in the near future, there will be approved infrastructure funding from the federal government that will help MPS upgrade and modify buildings.</p>

Questions from Teachers via Board Members

Administration’s Response

<ol style="list-style-type: none">1. Why is district administration telling building principals and parents that virtual students have to be online all 7 hours of the day? That is not developmentally appropriate or good pedagogy. It would also be horrible to change schedules on students now. Why can’t we keep schedules with minor changes to keep consistency?2. Since the Board voted to return, school teams will now have very little time to meet and plan, especially considering that spring break is approaching. Will they be paid for meeting outside of school hours? When will they be given time to present what they plan to staff in regard to routines for morning arrival, dismissal, bathroom routines, lunch routines, and procedures, etc.?3. What is being done in regard to the concern with the variants now in Wisconsin and the data showing that it affects children more than the original strain? Is there a set point where the whole district would move back to virtual?4. Since Wednesdays are asynchronous and intended for cleaning staff to do deep cleaning, can teachers choose to work from home?5. Will before- and after-school care be in place for all schools starting day one? Will they be open on Wednesdays for students who are currently enrolled and need it?6. Do buildings have enough bandwidth to support this? In past years when there has been all-school testing there have been many technology issues.	<ol style="list-style-type: none">1. When the school reopens for in-person learning, the students remaining virtual will follow the in-person schedule with a live broadcast of classroom activities. All students will follow the traditional school bell schedule. Physical breaks and brain breaks will be scheduled throughout the day and during class periods.2. Schools are currently open for school staff. The Board motion determined a start date after spring break. Planning time during the break would be voluntary. Principals will provide plans for routines and procedures on April 12 and 13 during one-hour professional learning time each day. The remainder of each of those days will be set aside for individual teacher planning.3. All staff has had access to the COVID-19 vaccine. There have been additional efforts to bring vaccinations to at least 10 zip codes in the Milwaukee community. The public guidance instructs the community to layer mitigation strategies to protect self and others. The closing procedures for the district are as follows:<ul style="list-style-type: none">• One confirmed positive case in a classroom will lead to that class returning to virtual instruction for 14 days.• Three confirmed positive cases in a school will lead to that school returning to virtual instruction for 14 days.MPS will follow guidance from city and state as it relates to district closure guidance.4. Teachers will report to school 4 days in the week; Monday, Tuesday, Thursday, and Friday. All students will be virtual on Wednesdays. On Wednesdays, teachers and paraprofessionals may work remotely. Teachers will provide synchronous instruction for 2 hours and 15 minutes. This includes morning meetings, small groups, and interventions. Students will work asynchronously for the remainder of the day. Building operations will develop a schedule to not interfere with the responsibilities of staff.5. CLCs, Safe Places, and camps that were previously operating will be available upon reopening in-person learning. These programs will operate full days on Wednesdays.6. Yes, and we will continue to monitor for issues.
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Questions from Teachers via Board Members

Administration’s Response

<p>7. Are Chromebooks being purchased for face-to-face students? There is no way that students, especially younger students, can carry them back and forth each day without damage, and students will forget them occasionally.</p>	<p>7. Chromebook carts have been made available to schools for additional devices for in-person learning.</p>
<p>8. How will the district ensure that ALL parents respond whether they are returning or staying virtual? If parents don’t reply to a survey, what is the plan? We can’t have them just show up day one without knowing how many will be in classrooms or who is returning.</p>	<p>8. All schools are monitoring survey responses and implementing additional measures to ensure responses from all families. School staff will follow up with any family that does not respond to the survey by March 29, 2021. The goal is to get 100% participation on the survey. The deadline is April 1. Accommodations may be made for families on an individual basis. Consideration will be given to spacing, transportation, special needs of students, etc.</p>
<p>9. Are the plan and the videos available to parents in all languages?</p>	<p>9. Family letters have been translated in all languages. Interpreters are available during Board meetings as well as family engagement sessions to ensure accessibility.</p>
<p>10. Many teacher laptops do not have cameras, and they have been using their own laptops. Will they be provided with school laptops with working cameras (Chromebooks are not sufficient)?</p>	<p>10. Classrooms will be properly equipped to provide instruction for students in person and virtually.</p>
<p>11. How does this work for open-concept rooms where they don’t have separate classrooms?</p>	<p>11. Classrooms will be properly equipped to provide instruction for students in person and virtually.</p>
<p>12. What about families who have moved and are no longer in busing ranges? Will they have to switch schools? That seems horrible at this point in the year and will cause issues with busing and class lists.</p>	<p>12. Updated route cards are being mailed to families one week before the start of in-person learning. Routes are being adjusted prior to the new route cards going out. Students will remain at their current site with the option to be virtual if they now live outside the transportation region. The district will take into consideration any extenuating circumstances as well as students with IEPs.</p>
<p>13. How is it in the students’ best interests to return at this point in the year when routines and procedures have been established? It will take weeks to teach all of the procedures. How is that loss of learning time beneficial to the students?</p>	<p>13. Each school should implement the suggested 30-day transition plan to build community and establish routines for the classrooms while focusing on priority learning standards for each grade.</p>
<p>14. What happens if 80–90% of students want to return in one school but only 20–30% in another school?</p>	<p>14. The survey results will vary based on family choice. Based on the school survey results, schools will be able to determine where additional staff and space may be needed to accommodate all in-person learners.</p>

Questions from Teachers via Board Members

Administration’s Response

<p>15. How is this going to affect parents who have to work and can’t afford to miss work when their child suddenly has to quarantine? Right now, they have situations worked out for their children. Many are not in the position to change things or take time off work if their child has to quarantine.</p> <p>16. How is switching between virtual to face-to-face and back to virtual if there is exposure good for kids?</p> <p>17. How is this developmentally appropriate for our youngest students? It takes a long time for young children to become comfortable and settled into routines. This does not seem beneficial to them. Parents won’t be able to escort them to classrooms, they have been home all year, some haven’t been in classrooms ever and will need to adjust, some will have tantrums and try running the building. How will all of this be addressed with staff stretched thin and maintaining social distancing?</p> <p>18. Are we returning just so we can do state testing? How is this beneficial to students and their social-emotional well-being? It takes weeks to prepare and teach students to take the tests. This is more loss of learning time on top of the teaching of procedures. Will schools be trying to complete Forward, Star, and Access testing? This is way too much to cram into a short period of time when we should be continuing to teach and not return just to test.</p>	<p>15. We are surveying all families so that they can make the best choice that meets the needs of their family. Based on family needs, parents have the option to remain virtual for the remainder of the school year.</p> <p>16. MPS is beginning in-person learning like districts across the nation by following public health guidance and in order to honor the requests of families to provide choice. Based on public health guidance, quarantine may be necessary.</p> <p>17. Each school should implement the suggested 30-day transition plan to build community and establish routines for the classrooms while focusing on priority learning standards for each grade. The public is not allowed in the buildings to protect the health and safety of students and staff.</p> <p>18. MPS is beginning in-person learning like districts across the nation by following public health guidance. MPS will administer testing in accordance with state and federal guidelines.</p> <p>The Wisconsin Forward Exam, Dynamic Learning Maps, ACT Aspire, and ACCESS for ELLs are required state exams for state and federal accountability. Completing English language arts and math will be prioritized on the state tests. ACCESS will be prioritized for students near exiting and where additional information is needed to support a student’s English language acquisition. Star will be optional this spring only.</p> <p>The Wisconsin Forward Exam has been shortened for this year. Other windows have been extended to accommodate changes from remote to in-person learning across the state.</p> <p>Information on policies regarding student participation in state assessments and procedures for opting out is available on the Wisconsin Department of Public Instruction website at https://dpi.wi.gov/assessment/faq. We will expect administration to follow these guidelines.</p> <p>MPS Practice on Opt-Outs</p> <ol style="list-style-type: none">1. An opt-out from a state assessment must be initiated by the parent. Under no circumstances should an opt-out be initiated
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Questions from Teachers via Board Members

Administration’s Response

<p>19. Classrooms have still not been touched since summer. There has been no deep cleaning of buildings. Will they be cleaned and wiped down before returning? That has still not happened as of this email being sent. Who do schools or staff contact with concerns when proper cleaning is not happening?</p> <p>20. Have you as Board members toured the buildings to see if these things are actually happening with fidelity? Have you seen the supplies given to classrooms? (I have included a picture of what classrooms have received so far...)</p> <p>21. Why are only classroom teachers being given plexiglass and not ALL staff? Also, have you seen the plexiglass? (It is not acceptable.) Why is it not being ordered for students?</p> <p>22. What has been done to improve ventilation? The plan states that all classrooms with windows have had broken windows fixed. What about classrooms and offices without windows? The coatrooms and cubbies that have been turned into SPED classrooms and offices don’t have ventilation air returns or windows, so what is being done about that?</p>	<p>or encouraged by a teacher or other member of the school staff.</p> <ol style="list-style-type: none"> 2. The parent contacts the principal in writing if they are interested in an opt-out from state testing. 3. The principal will discuss the importance of testing and the use of results data with the parent. The principal also shares information on the state statute regarding opt-outs, encouraging participation. This is a good time to address parent questions and concerns. 4. Opt-outs are granted per state statute in grades 4, 8, 9, 10, and 11. 5. Principal discretion may be used at other grade levels if the school participation rate does not fall beneath 95% participation overall or in any subgroup in rare circumstances. If Wisconsin Department of Public Instruction receives approval of their waiver request, the 95% test participation may not be a concern. 6. Principal provides copies of approved opt-out letters to the Department of Research, Assessment, and Data. <p>19. Building operations have been cleaning throughout the school year. There have also been additional staff hired to increase cleaning efforts. Classrooms have been thoroughly cleaned and prepared for use with PPE and cleaning supplies provided. Staff with questions may contact their building administrator.</p> <p>20. Building walkthroughs have been conducted with some Board members and MTEA members to verify readiness.</p> <p>21. Plexi barriers and appropriate PPE will be provided to students and staff members as well as other PPE.</p> <p>22. Per the CDC and American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines, the Department of Facilities and Maintenance Services has adjusted the mechanical systems to maximize the outside air intake into the system without overburdening the system to provide ventilation. The system is running two hours before and two after occupation of the building. The filtration system has been upgraded if possible without compromising the</p>
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Questions from Teachers via Board Members	Administration's Response
<p>23. We have been told that HEPA air filters have been ordered for classrooms. Where are they? Because they haven't been delivered to all schools. And some schools received only a few, so when will the rest be delivered and installed?</p> <p>24. Were offices and special ed rooms (small ones usually considered offices) included in those counts? What about staff who work in cubbies in hallways—will they be given HEPA filters? It seemed like those were just added on last night to appease the Board, so will they be available before returning?</p> <p>25. More cleaning people have been brought in, but every year there are many instances where workers from the agencies don't show up, clock in and leave, or don't actually do the cleaning, Buildings in past years have been left in disgusting conditions and there have been many nights in a row with "emergency cleaning" where only the garbage is emptied. What is the plan to make sure this doesn't happen and buildings are actually cleaned and sanitized every day? Who do we contact if it isn't so that people can be sent immediately to help in those situations?</p> <p>26. Are there sanitizing stations around the buildings?</p> <p>27. Will sanitizer and cleaning supplies be supplied to staff? Because in the past, teachers purchased that.</p> <p>28. We are told classes will be no larger than 15 students. What happens to students if more return than 15? If they are put in overflow rooms, who will teach those? How is this being communicated to parents ahead of time? Many parents would be upset if their child's teacher changes at this point in the year or if they were in an overflow room and not with their peers and teacher who they have created relationships with this year. What happens when the school has no</p>	<p>mechanical system. Filters are being changed more frequently, and mechanical systems are being monitored daily. By building code, staff or students cannot occupy a space without ventilation. All rooms with or without windows that allow occupants have proper ventilation.</p> <p>23. Portable HEPA filtration units or air purifiers arrived before school staff returned on April 12. The units plug into an outlet. No training is needed and, like any other appliance or device, the unit will come with an information manual if staff has any questions.</p> <p>24. Portable HEPA filtration units or air purifiers arrived before school staff returned on April 12. The units plug into an outlet. No training is needed and, like any other appliance or device, the unit will come with an information manual if staff has any questions.</p> <p>25. Building operations have been cleaning throughout the school year. There have also been additional staff hired to increase cleaning efforts. Classrooms have been thoroughly cleaned and prepared for use with PPE and cleaning supplies provided. Staff with questions may contact their building administrator.</p> <p>26. Sanitation stations are located in buildings at appropriate locations such as the main office or teaching lounges. The stations should not be accessible to students.</p> <p>27. Sanitizer, PPE, and cleaning supplies will be supplied and replenished by the district.</p> <p>28. Based on the school survey results, schools will be able to determine where additional staff and space may be needed to accommodate all in-person learners.</p>

Questions from Teachers via Board Members

Administration’s Response

<p>available classrooms or places to put overflow rooms?</p> <p>29. Will students who stay virtual be taught by their current teacher? The wording sounds like this might not be the case. Again, we do not want to lose kids that I have created relationships with all year, and parents will be FURIOUS if losing the teachers they know.</p> <p>30. Will the sub in the overflow rooms be teaching students or will those students just watch their regular teacher teach from another room? This is important information for parents.</p> <p>31. When will parents be informed if their child will be with their teacher or in an overflow room?</p> <p>32. Some classes are over 40 or even 50. What is the plan with these classrooms? There is not room in most buildings for overflow rooms!</p> <p>33. When parents pick virtual or in-person, do they then have to stay with what they picked? This was not specifically stated in the plan.</p> <p>34. How many extra staff members are being assigned to buildings to help with distancing, lunches, coverage, etc.?</p>	<p>29. Based on the school survey results, schools will be able to determine where additional staff and space may be needed to accommodate all in-person learners. If classes are over the 18 limit cap, instructional materials will be provided for all students but may not be with their classroom teacher or in their classroom.</p> <p>30. Based on the school survey results, schools will be able to determine where additional staff and space may be needed to accommodate all in-person learners. School leaders and their communities will determine appropriate spaces to deliver instruction. School communities will make every effort to provide equitable instruction from a licensed staff member to every student every day. School leaders have the flexibility to adjust and allocate instructional staff as needed.</p> <p>31. We will not know the schedule of classroom teachers until the survey results are in—April 1, 2021.</p> <p>32. The Board decision was to cap the classes at 15/18. Once we have the survey results, we will work to support those classes that will be over the 18-student limit. If classes are over 18 students, they must be divided. Schools will work collaboratively to determine how students will be divided. This may require the use of overflow rooms to accommodate students (such as the gym, lunchroom, library media center, and other identified educational areas) and/or an adjustment in teacher/staff assignments. Additional instructional personnel will be available to schools as needed.</p> <p>33. Families will stay with their selected learning format for the remainder of the school year.</p> <p>34. The Office of Human Resources is in the process of reaching out to every long-term substitute teacher to see whether they are going to stay in their assignment and return in person. The Office of Human Resources is also reaching out to all other substitute teachers in the sub pool who have indicated an interest in returning to an in-person assignment and will use them to fill vacancies. Central Services teachers will also be dispatched as</p>
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Questions from Teachers via Board Members

Administration’s Response

<p>35. Will more paras be in buildings to help teachers with all of the additional work for both virtual and F2F?</p> <p>Are more support staff being hired and sent to schools? Psych, counselors, and social workers will be extremely busy helping with behaviors, BIT plans, reevaluations, and their normal duties. Now you are adding on more attendance concerns for them to handle as well as having students in buildings who need more social-emotional help and anxiety issues with returning. Will they be able to provide necessary sensory materials or have calming corners that many students desperately need? Will each building have full time psychologists, counselors, and social workers?</p> <p>36. How does quarantining classes work in high schools where students change classrooms and hallways are crowded?</p> <p>37. What happens with teachers who teach multiple classes if they are exposed? What about students who travel to different classes?</p> <p>38. What happens with families who have students in multiple buildings? If a family member or student tests positive, how does that affect the other classrooms of the siblings? Will the schools be informed so they can monitor those classrooms/students?</p> <p>39. How quickly will schools be notified that someone tested positive? What happens if that student is at school? What is considered close contact?</p> <p>40. How will families be notified?</p> <p>41. What happens to staff who only have cubbies to work in? Some work in coatrooms that have been converted into speech, ESL, counselor offices, and SPED rooms. They do not have windows to open and</p>	<p>needed to school sites.</p> <p>35. Current paras will be expected to provide support to teachers who will be teaching students in person and virtually and provide support in the classroom when the teacher is working virtually. Substitute teachers will be hired and dispatched to provide classroom support as well.</p> <p>Additional psychologists, counselors, and social workers are not being hired.</p> <p>36. All staff and students will be required to quarantine as necessary.</p> <p>37. All staff and students will be required to quarantine as necessary.</p> <p>38. Schools will be informed and letters sent home as needed. All staff and students will be required to quarantine as necessary.</p> <p>39. As soon as cases are reported, they are entered in the Smartsheet for reporting to Human Resources staff and for contact tracing purposes. Close contact is defined by the CDC as someone who was within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before illness onset or positive test result.</p> <p>40. Anyone excluded for symptoms or a positive case will receive a letter with the exclusion protocols. Close contacts will receive a letter. Families impacted will be notified.</p> <p>41. Shared spaces will receive a portable HEPA filtration unit to ensure safer conditions. Spaces will need to have capacity to provide for 6 feet of physical distancing for staff and students.</p>
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Questions from Teachers via Board Members

Administration’s Response

<p>are very small. What happens with those teachers? Where do they work with students if there are NO available classrooms to work in?</p> <p>42. How are students being scanned? Are temperatures being taken?</p> <p>43. What happens if no parent can be reached, if they don’t have transportation to come get the child, or they say they are coming and don’t? (These instances happen ALL the time.)</p> <p>44. Will assigned seating be required in classrooms, lunchroom, and buses to help with contact tracing?</p> <p>45. The school that the CDC studied used electronic badges that students scanned when getting on and off the buses. This allowed them to easily know who was in contact with students who tested positive. Is the district following this safety measure or, if not, what other safety precaution is being taken to know who is on buses and exposed each day?</p> <p>46. How are our most vulnerable and at-risk students being protected? What about students with special needs who can’t wear masks?</p> <p>47. What is the procedure for sick students and staff to return to school? There are also colds and regular viruses going around. Will all students and staff who are sick need a negative test to return, or will they need to be out a certain amount of time?</p> <p>48. How will lunches work? The plan says students eat in the lunchroom, but in some schools the lunchrooms are very small, so distancing would be almost impossible.</p> <p>49. Some administrators are saying lunches will be in the classroom. If so, who will wipe desks and clean the room after students eat? Who will cover classrooms since that is the teacher’s lunch hour? What is the district doing to ensure that eating in the classrooms</p>	<p>42. Temperatures are not being taken on a routine basis. Staff and families will be reminded to monitor for symptoms and stay home if they are exhibiting symptoms.</p> <p>43. Administrators can call a sick bus if the parent cannot transport a student. Families are to have current information and emergency contact updated.</p> <p>44. Yes, assigned seats will be required or open seating will be identified that ensures proper physical distancing.</p> <p>45. We will be able to contact trace with the information in the electronic student information system and the information on student route assignments as well as class schedules.</p> <p>46. We have plexi barriers, face shields, masks (with clear mouth pieces), gloves, sanitizer, aprons, portable HEPA filtration units, and vaccinated staff to support the students.</p> <p>47. The exclusion letter indicates the procedures for returning to school after exposure or a positive COVID test. Nurses will screen for COVID symptoms and recommend testing to confirm COVID-positive students. If students feel well enough, they are invited to join virtually while quarantined to prevent learning loss.</p> <p>48. Schools will schedule lunches to support physical distancing. Schools can use the cafeterias, other appropriate spaces, or classrooms for meals to ensure spacing.</p> <p>49. Yes, meals may be served in the classrooms. Students can wipe down their spaces after eating. Engineers will be aware of those classrooms that have food and clean/empty garbage appropriately. Schools will schedule lunch supervision according to teacher schedules. The goal will be to use the</p>
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Questions from Teachers via Board Members

Administration’s Response

<p>doesn’t bring critters; many buildings have had issues with roaches, bed bugs, and mice.</p> <p>50. Are snack times in classes (primarily kindergarten) still taking place, and what does that look like?</p> <p>51. Will breakfast continue to happen in classrooms? How is this safe for students to be unmasked in the classroom?</p> <p>52. Where will students get water during the day? Assuming they will not be able to use the water fountains, what happens because kids don’t always remember to bring water bottles?</p>	<p>cafeteria along with other appropriate spaces to provide lunches.</p> <p>50. Snack time will take place for those grades and programs that serve them. Snacks will be provided by the school. Before having children eat, all mealtime surfaces must be cleaned and disinfected.</p> <ul style="list-style-type: none"> • Maintain distances of 6 feet between tables and between children. Stagger seating so that children are not directly in front of and facing each other. • Once seated and the masks are off for eating, remind children to “catch their coughs and sneezes in their elbows.” • Snacks can either be prepackaged or served as a single serving with the use of paper goods, disposable cups, and plastic utensils for quick cleanup and to reduce potential exposure. • Offer and serve water individually to children rather than using a self-service option. • Remember to keep food covered whenever possible to avoid contamination. • Staff, not children, should handle table and place settings as well as distribute the snacks and beverages. When snacks are provided, the staff should have face masks on and gloves. <p>51. Schools with Breakfast in the Classroom will continue to serve in the classroom. All others will have Grab and Go breakfasts provided. Students will be physically distanced in the classroom to the greatest extent possible. In addition, there will be a portable HEPA filtration unit to help with air quality.</p> <ul style="list-style-type: none"> • Maintain distances of 6 feet between tables and between children. Stagger seating so that children are not directly in front of and facing each other. • Before having children eat, all mealtime surfaces must be cleaned and disinfected. • Once seated and the masks are off for eating, remind children to “catch their coughs and sneezes in their elbows.” • Meals will be pre-packaged, and breakfast will be cold food items. • Staff, not children, should handle table and place settings as well as distribute the meals and beverages. When meals are provided, the staff should have face masks on and gloves. <p>52. Families will be encouraged to have their child bring a full water bottle from home each day. Bottle filling stations or large coolers can be used to fill bottles. Schools will have a contingency plan to provide a bottle of water to students who forget to</p>
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Questions from Teachers via Board Members

Administration’s Response

<p>53. How far apart will kids need to sit from each other in the lunchroom?</p> <p>54. How will staffing work to pass out lunches to virtual students for the Stop and Go?</p> <p>55. The Board said masks are mandatory. How is it determined or how many times do we need to give reminders before it is determined it is a problem and they cannot return?</p> <p>56. Will students be given mask breaks? How many? How often? How does that work?</p> <p>57. Will virtual high school students and f2f students be on the same schedule?</p> <p>58. Will the high school schedule be like it is now or hours 1–7 pre-COVID? Isn’t that a long time for a student to be attached to a Chromebook?</p> <p>59. Will students be allowed to bring backpacks? Can they use coatrooms to store them?</p> <p>60. How will bathroom breaks work both for individual bathroom trips and whole class?</p> <p>61. How will entry and dismissal work? Some buildings are very congested in hallways/entrances during these times.</p> <p>62. Again, why were schools told not to start planning this in the event that we do return?</p>	<p>bring one.</p> <p>53. Students should be seated 6 feet apart to the greatest extent possible.</p> <p>54. Students who remain virtual will order a lunch from the website once each week and pick it up at the closest school.</p> <p>55. Masks are required by city ordinance. Staff should use progressive discipline for chronic behaviors or refusal to wear masks.</p> <p>56. Masks are required at all times on school property except while eating or drinking.</p> <p>57. Yes, high school students will follow the full day schedule for in-person and virtual.</p> <p>58. When the school reopens for in-person learning, the students remaining virtually will follow the in-person schedule with a live broadcast of classroom activities. All students will follow the traditional school bell schedule. Physical breaks and brain breaks will be scheduled throughout the day and during class periods.</p> <p>59. This is a school-based decision regarding backpacks, lockers, and coatrooms. Schools will communicate via the parent letter the expectations for bringing/carrying personal items.</p> <p>60. Bathroom breaks will be scheduled as much as possible not to interfere with instruction. Students will be limited on the number allowed in the bathroom at one time, and signage will be used to keep students distanced within the bathroom. Bathroom breaks at the elementary level will be encouraged at scheduled times.</p> <p>61. Schools will provide guidance to students on entry procedures to minimize congregating of students at entry and dismissal.</p> <p>62. School teams were instructed to begin planning for reopening in October 2020. Principals were provided with guidance as it relates to establishing</p>
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Questions from Teachers via Board Members

Administration’s Response

<p>63. Some schools have 700–900 students with only 3 bathrooms for students. How will that work?</p> <p>64. Last year we regularly had bathrooms without soap because there was none. How can we ensure that will never happen again?</p> <p>65. Will students be able to use school libraries? What will those procedures look like?</p>	<p>a school-based team for ongoing school reopening planning. The guidance included all school stakeholder participation. School-based reopening teams were to address health and safety mitigation strategies as well as professional development for all staff.</p> <p>63. Bathroom breaks will be scheduled as much as possible not to interfere with instruction. Students will be limited on the number allowed in at one time, and signage will be used to keep students distanced within the bathroom. Bathroom breaks at the elementary level will be encouraged at scheduled times. Enhanced cleaning will take place to ensure regular sanitation and to ensure that supplies are available in the bathrooms.</p> <p>64. Additional staff is in place for high-touch cleaning and restocking of bathroom supplies.</p> <p>65. In the days prior to reopening, school leaders and their staffs will engage in collaborative dialogue to decide how to provide library services to students. The location of library instruction may vary by age group and the size of the homeroom class. Consideration must be given to the size of the library, its airflow and ventilation, and the number of students who are to receive instruction. If groups are large, they may be divided into two groups, or the library class may be rendered within the classroom homeroom if it is deemed that more mitigation steps exist there. Accommodations must always take into account the safety and well-being of students and faculty alike, and more time than is customary must be allowed between the transition of classes to ensure that high-touch areas such as tables and chairs are cleaned.</p> <p>Library media specialists are encouraged to utilize different forms of media and literature to engage students in literacy and critical-thinking activities addressing the different modes of communication (reading, listening, writing, speaking). Students are to use their own school-issued Chromebooks or writing supplies regardless of where the class is delivered. The sharing of devices and items between students is highly discouraged.</p> <p>High schools are encouraged to determine the safe capacity level of students and classrooms that may use the school library at any given time based on the size and configuration of the learning space.</p> <p>Until strict mitigation measures are lifted, library</p>
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Questions from Teachers via Board Members

Administration’s Response

<p>66. How much of the day will be allowed for arrival and dismissal?</p> <p>67. How are students expected to carry things home, including Chromebooks, with no backpacks?</p> <p>68. What will recess look like? Will they be able to play with equipment?</p> <p>69. If teachers are being streamed to virtual students, do in-class students need to have media releases signed, and what if they don’t return them?</p> <p>70. Will classroom cameras need to be on all day even when lessons aren’t being taught directly? What happens when there is inappropriate behavior in the classrooms?</p> <p>71. Will teachers be able to meet with students in small groups?</p> <p>72. Will teachers be provided with microphone systems so that they can be heard both virtually and in person through their masks?</p>	<p>books should not be circulated to students. Books that are returned to the school must be labeled and quarantined for a period of at least 3 days. PPE equipment referred to in this document should be used when handling returned items.</p> <p>66. This will vary from school to school depending on busing. We will encourage efficiency to reduce impact on learning time.</p> <p>67. Backpacks, lockers, and coatrooms can be used at the school’s discretion. Schools will work with families to minimize the materials (i.e., Chromebooks) that must go back and forth each day.</p> <p>68. Schools are scheduling recess to provide safe time outdoors and adequate supervision. Equipment can be used, should not be shared, and must be cleaned between uses.</p> <p>Outdoor playgrounds/natural play areas need only routine maintenance, and hand hygiene should be emphasized before and after use of these spaces. Outdoor play equipment with high-touch surfaces, such as railings, handles, etc., should be cleaned and disinfected regularly if used continuously.</p> <p>Hand sanitizer will be available for students before they enter the building or as needed while playing.</p> <p>69. The camera should be focused on the teacher and board, not on the students who are in-person learning.</p> <p>70. Hybrid camera kits will be utilized to livestream instructional time and provide support to virtual students. Appropriate school/classroom conduct would be implemented to address classroom behavior.</p> <p>71. Teachers will be able to hold small groups in person with distancing and using their plexi barriers. Small groups can be facilitated on Wednesdays also. Pullouts and small groups will also occur during the school day.</p> <p>72. The microphone is provided with the classroom camera to each classroom.</p>
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Questions from Teachers via Board Members**Administration’s Response**

<p>73. How do we support both virtual and face-to-face students?</p>	<p>73. The teacher will provide instruction to the face-to-face students while the at-home students engage with the same lesson through the online platform.</p>
<p>74. How do we do interventions or SRBI with virtual students while also supervising in-person students?</p>	<p>74. Teachers will facilitate small groups including interventions/Scientific Research-Based Interventions (SRBI) required. Students not participating in small groups will be assigned other independent/collaborative learning during this time.</p> <p>In addition, Wednesdays will continue to be used for small groups, interventions, morning meetings, and academic and career planning.</p>
<p>75. Will families be asked to purchase and send supplies? Uniforms? This could be financially difficult for parents especially for such a short period of time and on short notice.</p>	<p>75. Families will not be required to purchase materials or supplies. Uniforms are optional for students.</p>
<p>76. What supplies are they allowed to have at school?</p>	<p>76. School supplies are encouraged and will be provided. Students should limit other personal items.</p>
<p>77. Are schools collecting Chromebooks, and who will be sanitizing them?</p>	<p>77. Chromebooks will be collected at the end of the year, and protocols will be followed for cleaning and sanitizing.</p>
<p>78. Will paras still be able to move from classroom to classroom? How are they protected? Because this requires them to be exposed to many classes and students during coverage of lunch and recess.</p>	<p>78. Paras will follow their schedule of supporting classrooms. They will have all the needed PPE in order to protect their health and safety. To the extent practicable, staff should keep at a 6-foot distance from others.</p>
<p>79. How do things like sharpening pencils work? Students usually do this, but that would increase exposure, and teachers don’t have time to do this.</p>	<p>79. Procedures will be established by the classroom teacher with a focus on physical distancing and minimizing interactions between students.</p>
<p>80. How are 36 kids (50% according to the plan) allowed on a bus when the city buses are only allowing 15?</p>	<p>80. MPS is following current CDC and Milwaukee Health Department guidelines as they pertain to social distancing. We will work with transportation companies to ensure that current CDC guidance related to social distancing that impacts school bus capacity limits are adhered to.</p>
<p>81. What about students who take the city bus? Will there be extra buses added so that students can get to school?</p>	<p>81. Pupil Transportation Services is working with MCTS to provide busing based on the needs of the community. Extra services will be deployed by MCTS if needed. MPS will also work to provide yellow bus services if MCTS expresses limitations</p>

Questions from Teachers via Board Members

Administration’s Response

<p>82. If we are putting only 15 in a classroom, why would we put up to 36 on a bus?</p> <p>83. Who will enforce bus policies and face masks while the drivers are driving?</p> <p>84. Who is staffing this? Not all buildings have nurses, so who is in charge of it, then? Nurses typically spend a lot of time each day giving meds to students—who will be doing this if nurses are taking care of sick children? Surely they can’t do both. Now we are being told administrators will cover quarantine rooms. How is that possible with their already extensive duties especially with reopening? What about buildings that have only one administrator?</p> <p>85. What happens if the sick room is full? In large schools, there could be a number of kids with everyday colds and viruses. How will we be able to separate them so they aren’t exposed in the sick room? Or if they are all sent to the sick room, how many can be there at a time?</p> <p>86. How will students with behaviors be addressed? Many kids both in special ed and not in special ed need accommodations for movement, time outs in other rooms, breaks to leave the room. What will the procedures be for such instances and many more that occur on a daily basis?</p> <p>87. Will parents have to sign agreements that students will wear masks or will need to return to virtual like in other districts?</p> <p>88. What will time with specialists look like? Some travel to different buildings. What will it look like for them?</p>	<p>to any additional ridership needs.</p> <p>82. Bus capacities will be managed according to the most recent capacity limits pertinent, given CDC social distancing recommendations. Family members can be seated together to increase capacity.</p> <p>83. Bus drivers will enforce mask policies and be provided with additional mask supplies for those who may forget to wear a mask.</p> <p>84. Buildings without nurses due to absence or vacancy will be able to call a nurse for service and support with symptomatic students. The isolation room will be monitored by the principal or designee. It is highly likely that this assignment will be given on a rotational basis.</p> <p>85. The isolation rooms were selected to accommodate 4–6 sick students with 30 square feet per person. Students determined to be symptomatic should not be sent to classrooms.</p> <p>86. Our discipline guide will be used to determine appropriate actions in response to behaviors.</p> <p>87. Parents will receive communication from the school regarding the expectations to wear masks at all times. Progressive discipline will be used for those with chronic mask violations.</p> <p>88. Services that must be provided to students per their IEP will be provided to ensure compliance. Schedules can be revised to minimize travel between buildings and ensure that only one building per day is visited while maintaining the appropriate level of service.</p> <p>The specialist teachers assigned to more than one building will be assigned to one building per day.</p>
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Questions from Teachers via Board Members

Administration’s Response

<p>89. Many specialists teach on carts traveling to classrooms. Will that continue?</p> <p>90. Can art teachers share materials? How does passing out and collection of materials work?</p> <p>91. Will special ed teachers be able to see children from multiple classrooms at one time?</p> <p>92. If not, how will they be able to meet minutes in IEPs when they have multiple classrooms and grades?</p> <p>93. What happens with sped teachers who share classrooms?</p> <p>94. What about SPED teachers who don’t have classrooms and work with groups in the hallway or cubby?</p> <p>95. How are SPED teachers who have to teach students in close proximity, sometimes feeding them or giving hand-over-hand assistance, supposed to be socially distanced, and how are they being supported to protect themselves and student exposure?</p> <p>96. How will OT, PT, and itinerant teachers provide services to students in multiple different buildings while limiting exposure between buildings?</p> <p>97. Are there see-through masks for deaf and hard of hearing students and staff? Are there enough to last</p>	<p>However, if the teacher and the school leader agree that some instruction be virtual, that will be acceptable. All assignments will be reviewed for equity of opportunities for schools.</p> <p>89. At elementary schools (library, art, music, and PE-LAMP), staff are expected to serve students in the students’ home-base classrooms unless they have designated spaces where health and safety protocols can be followed. LAMP classes will be held outside when weather permits. If not, the physical education teacher should hold classes in their designated space or in the classroom.</p> <p>90. Materials and supplies should not be shared overall unless they are sanitized after each use. Students should be provided with their own set of general art materials to keep in the classroom to use during art class. Artwork should be stored in the student’s classroom and upon completion, it will be graded and sent home with the student.</p> <p>91. Pullouts and intervention supports will continue to happen to support the best learning outcomes.</p> <p>92. IEP services will be provided as written.</p> <p>93. Administrators will work out schedules for shared spaces that would exceed the 18 capacity when used by both teachers with an emphasis on physical distancing.</p> <p>94. Teachers who co-teach will continue to work in the classrooms where the students with disabilities are educated.</p> <p>95. Staff who work with students with disabilities who require close proximity from adults to have their needs addressed will be provided the appropriate PPE.</p> <p>96. Itinerant staff will be asked to select one school to work from each day.</p> <p>97. Yes, administrators may request clear masks from Specialized Services for staff working with students</p>
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Questions from Teachers via Board Members

Administration’s Response

<p>the school year? What happens if they run out of them?</p> <p>98. What are SPED kids in comp rooms doing about specials since normally they would join their regular peers per their IEP?</p> <p>99. Will our focus be solely on academics or on SEL and routines? The new routines after a year of being out of school will certainly take much longer to teach and practice than the district put in the plan.</p> <p>100. The plan says no materials (manipulatives or shared materials) and no textbooks. Are there enough Chromebooks at school for students to use? Will they carry them back and forth to school? Have Chromebooks been purchased to replace ones damaged in homes? Will classrooms have extra Chromebooks for students to use when batteries die or they forget chargers?</p> <p>101. How do we effectively teach and engage students without textbooks and materials?</p> <p>102. What about Montessori classrooms where all of the instruction relies on materials? Will students be able to use the materials? Parents want to know what these classrooms will look like because sitting in the classroom on computers is NOT Montessori.</p>	<p>who have a hearing impairment.</p> <p>98. The students with disabilities will be counted in the number of students who are participating with their non-disabled peers.</p> <p>99. The 30-day transition plan advises an integrated blend of academics, routine, and social-emotional learning to be implemented with students as they return to face-to-face instruction. In order for a routine to solidify, the classroom procedure needs to be explicitly explained, repeatedly rehearsed, and reinforced.</p> <p>Remember that children find reassurance and safety in routine. So teachers should do their best to return to consistency through daily activities and adjust as needed for new requirements. As routines are built, visual schedules can be used to cue children and help them prepare for transitions.</p> <p>100. Schools may have enough Chromebooks to limit the carrying of devices back and forth to school. Schools with established 1:1 computer programs will be allowed to use devices both at home and at schools. Additional Chromebook carts have been ordered for schools for the reopening.</p> <p>101. Teachers may use classroom materials and will project textbooks or other print materials in the classroom so that all in-person learners can engage.</p> <p>102. Montessori leaders are working on the materials needed for instruction and will be able to support learning according to their unique curriculum with in-person and at-home learners.</p> <p>Montessori programs’ focus and goal are to make the return to in-person learning as normal as possible. Students will continue to use their personal Montessori materials previously sent home upon their return to the classroom. We will also be providing individual personal learning supplies, including cleanable work mats for children to work at floor spots. Montessori schools will be utilizing Montessori materials following the district’s cleaning procedures. Chromebooks will be a supplement in the classroom, not the educational norm.</p>
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Questions from Teachers via Board Members

Administration’s Response

<p>103. How will the district support staff in finding and creating lessons to give hands-on experiences while limiting exposure and sharing materials? If they are all going to be on computers all day, then what is the point of returning?</p>	<p>103. As much as possible, students will be provided with individual materials. When materials are shared, they will be sanitized after each use. Each school should implement the suggested 30-day transition plan to build community and establish routines for the classrooms while focusing on priority learning standards for each grade.</p> <p>When the school reopens for in-person learning, the students remaining virtually will follow the in-person schedule with a live broadcast of classroom activities. All students will follow the traditional school bell schedule. Physical breaks and brain breaks will be scheduled throughout the day and during class periods.</p>
<p>104. How will staff keep track of attendance and students working virtually while monitoring in-class students?</p>	<p>104. Infinite Campus will be updated with survey results so that teachers are aware of which students will be in person and which will remain virtual. Attendance will be marked in IC daily/by period according to the school schedule.</p>
<p>105. What supports are being given to them?</p>	<p>105. Attendance procedures will remain the same. Attendance will be marked in IC daily/by period according to the school schedule. We will continue the same supports as are provided currently.</p>
<p>106. What will kindergarten classrooms look like? They have snacks, play with toys, and use materials and manipulatives. How will those procedures and activities happen?</p>	<p>106. Set procedures have been provided to teachers by the early childhood and Head Start offices. School leaders are working with their teachers to plan school-level procedures that follow the CDC and Milwaukee Health Department guidelines. See the document provided by the Early Childhood Division.</p>
<p>107. How are parents supposed to make an informed decision with so many unanswered questions that not even the teachers who have built relationships with them can answer?</p>	<p>107. The COVID-19 pandemic has disrupted how MPS delivers instruction to students. The pandemic has also created uncertainties as to what K–12 education will look like, but we have worked collaboratively to provide safe in-person learning for students and staff. We look forward to providing in-person learning for families that make that choice. All stakeholders have been actively involved in regularly scheduled meetings, conversations, planning, and correspondence regarding school reopening. There have been ongoing meetings and discussions regarding reopening implementation. School reopening minutes are recorded for review to keep all stakeholders informed. In addition to work groups, informational sessions have been facilitated for students, staff, and parent stakeholders.</p>



MILWAUKEE
PUBLIC SCHOOLS

Ready - Set - Return to the Classroom

PARENT ENGAGEMENT SESSION FAQ



QUESTION	ANSWER
District Start Date	
<i>What are the specific dates by grade level for students to return to in-person learning?</i>	The specific dates by grade level are: K3 – 3rd grade: Wednesday, April 14, 2021 4th – 8th grade: Monday, April 19, 2021 Seniors and students who have failed one or more courses: Monday, April 26, 2021
<i>Are students in K3 and K4 returning to in-person learning?</i>	Yes. K3 and K4 students who opt to participate in in-person learning will return on Wednesday, April 14, 2021.
<i>Are K3 and K4 students able to have staggered start times?</i>	No. All K3 and K4 students will begin in-person instruction on Wednesday, April 14, 2021.
<i>Are all high school students returning to in-person learning?</i>	No. Only seniors and students who have failed one or more courses will return to in-person learning on Monday, April 26, 2021.
<i>April 14 is a Wednesday. Are children attending school in-person on Wednesdays?</i>	Wednesday, April 14 is an in-person day for K3 – 3rd grade students only. Beginning the week of Monday, April 19, students will receive in-person instruction on Mondays, Tuesdays, Thursdays, and Fridays. On Wednesdays, all students will participate in virtual instruction.
Materials	
<i>Are students able to bring backpacks to school?</i>	This is a school-based decision and schools will communicate with families the expectation for bringing/carrying personal items.
<i>What materials are students able to bring?</i>	Students should limit bringing personal items and devices to school. Learning materials will be made available to students and each student will have storage for his/her personal supplies. Individual materials (e.g., consumable workbooks, crayons, markers, scissors, etc.) may be included. Other classroom supplies such as guided reading texts may be used if each student has an individual copy or the material has not been used by another student within 24 hours.
Nutritional Services	
<i>Can students bring a cold lunch from home to school?</i>	Yes. Students may bring a cold lunch from home to school.
<i>Are students able to have snacks during the day?</i>	If snacks are provided in kindergarten classrooms, they must be administered by the teacher. There will be no shared snacks allowed.
<i>How will students get water during the day?</i>	Families will be encouraged to have their child bring a full water bottle from home to school each day. Bottle filling stations or large coolers can be used to fill bottles. Schools will have a plan to provide water to students who forget to bring one.
Specialized Services	
<i>How do get special education services for my child?</i>	Please contact the Department of Specialized Services at (414) 438-3648 , or the school nearest to you for specific information.

QUESTION	ANSWER
COVID-19 Testing	
<i>How will testing of staff and students be administered? What will it look like?</i>	All students who opt to return to in-person learning will be randomly tested for COVID-19. Students and staff will self-administer the test using nasal swabs. All students will participate in the testing program.
<i>Do students need to be tested before returning on April 14?</i>	Students do not need to be tested for COVID-19 prior to returning for in-person learning.
<i>Will any classrooms be closed down if there are positive cases?</i>	Yes. There are procedures in place and gating criteria that will be used when students in a classroom test positive for COVID-19.
Chromebooks	
<i>Those returning for in-person, should they bring their Chromebook to school?</i>	A Chromebook cart will be available for students to use in every homebase classroom. Students do not need to bring their Chromebooks to school for in-person learning.
Nursing Services	
<i>Will there be a nurse in every school building?</i>	The goal is to have a nurse staffed in every school building. All buildings will be staffed with MPS nurses or contracted nursing services. In the event of an absent nurse, a nursing coordinator will support schools when called.
Instruction	
<i>What is the model for in-person and virtual learning on Wednesdays?</i>	<p>Students will receive in-person instruction on Mondays, Tuesdays, Thursdays, and Fridays. On Wednesdays, all students will participate in virtual instruction. Synchronous instruction for students will be for 2 hours and 15 minutes on Wednesdays. The remainder of the day on Wednesdays will be utilized for asynchronous instruction and support.</p> <p>Teachers will connect with their students who are attending school via a virtual learning platform through Google Meet. Once they greet students, they will share their screen, which is also projected for their students in the classroom. Teachers will monitor what the online students see and reply to their questions in the chat. Teachers will utilize their SMART Boards to simultaneously engage with virtual and in-person students.</p> <p>They will demonstrate math problems or project other things like reading stories on the screen. Students at home will see the teacher and students in class will see the teacher. The teacher will not be stationed at the computer. The camera will pick up the teacher at the front of the room. The teacher can provide real-time feedback as she/he sees which students need it. The teacher will walk around the room and see how students are performing and check in on students on the computer.</p> <p>Teachers will utilize many of the strategies that they have always used in the classroom, but they will consider safety guidelines in making adaptations. Students with disabilities who cannot access a free appropriate public education through the virtual environment, will be offered in person instruction at their school on Wednesday from a provider.</p> <p>If a classroom does not have appropriate staffing, the school-based administrator will assign staff to these classrooms.</p>
<i>Are teachers being coached on emotionally healthy approaches to re-direct students?</i>	Teachers and school staff members will be provided social/emotional learning resources to utilize with their students.
<i>Will there be recess, gym and art?</i>	Yes. Students will have recess and specialty classes.

QUESTION	ANSWER
<i>If a student is sent home, how will they receive instruction?</i>	A student will have the ability to work from home and daily attendance will not be affected.
<i>If I/my child feel uncomfortable with in-person learning, can my child return to virtual?</i>	Based on family needs, parents have the option to return to the virtual platform for the remainder of the year. However, those families who have selected virtual learning for the remainder of the school year, will not be able to participate in in-person learning.
<i>Where can I learn more about before/after school care?</i>	For a list of programs please visit: https://milwaukeeerecreation.net/rec/Programs/Before-After-School-Care.htm
Health And Safety	
<i>Will there be a HEPA filter in each classroom?</i>	Yes. HEPA filtration units will be placed in every classroom.
<i>Who is doing the deep cleaning on Wednesday?</i>	The MPS Department of Facilities and Maintenance staff will complete deep cleaning on Wednesdays.
Transportation	
<i>Are arrival and departure bus times staggered?</i>	Buses are scheduled to arrive and dismiss according to school start and dismissal. Individual schools will be in charge of staggering the loading and unloading of buses. All school leaders will work with their school community to develop schedules that ensure alignment with physical distancing guidelines per the CDC and Milwaukee Health Department guidelines.
<i>If my child has a doctor/dental appointment during school hours, am I able to pick them up and return them to school?</i>	If a child needs to have early release from school, parents should work with the school leader to coordinate pick up time and location
Overflow Room/Isolation Room	
<i>If a classroom is an overflow classroom, then how is it staffed?</i>	The "overflow" classroom will be covered by a substitute teacher, teachers from Central Services, support staff at the school level, administrators, or a paraprofessional will be assigned to support the students in the classroom.
<i>If a large number of students return to a school, and there isn't enough physical space to handle it, how will that be handled?</i>	School leaders and their communities will determine appropriate spaces to deliver instruction. School communities will make every effort to provide equitable instruction from a licensed staff member to every student every day. School leaders have the flexibility to adjust and allocate instructional staff as needed. Based on the school survey results, schools will be able to determine where additional staff and space may be needed to accommodate all in-person learners.
<i>Who will staff the isolation room?</i>	Administrators will facilitate the supervision of the Isolation Rooms. The nurse will contact the parent/guardian of a student determined to have COVID-19 symptoms immediately. The students will be directed to report to the Isolation Room to await parent pick-up. This will allow the nurse to continue to conduct his/her other duties.

We are MPS Ready!

School Reopening Website: mymps.org/



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