



**DATE:** 07/16/2020

**TO:** Milwaukee Board of School Directors

**FROM:** Dr. Jacqueline M. Mann, Board Clerk

**RE:** Constituent Communications Relative to the Schools Reopening

**CC:** Jill Kawala, Assistant Board Clerk

- For your information                       Per your request                       For your approval  
 For your action and follow up             Per our conversation                       Attachment

As of 3:00 pm today, the Office of Board Governance received 286 constituent communications related to Schools Reopening 3 of which were telephone calls and 1 constituent communication related to Resolution 2021R-006.

A summary of the received communications as well as the original email communications are attached for your review.

| <u>Constituent<br/>First Name</u> | <u>Constituent<br/>Last Name</u> | <u>Summary of Written<br/>Communication</u> |
|-----------------------------------|----------------------------------|---|
| <i>Dr. Christlyn</i>              | <i>Frederick-Stanley</i>         | <i>Supports Resolution 2021R-006</i>        |
| Angela                            | Terry                            | Informational                               |
| Jodi                              | Scheske                          | Informational                               |
| Kate and Alex                     | Buschmann                        | Informational                               |
| Lorinda                           | Walters Flores                   | Informational                               |
| Nicole                            | Schaeffer                        | Informational                               |
| Pam                               | Goss                             | Informational Phone Call                    |
| Chinyere                          | Murphy                           | Informational                               |
| Jennie                            | Dentice                          | Informational                               |
| Paul                              | Schmitz                          | Informational                               |
| Caitlin                           | Brinker                          | Informational                               |
| Amanda                            | Frazer-Collins                   | Informational                               |
| Amy                               | Daroszeski                       | Informational                               |
| Darci                             | Bowden                           | Informational                               |
| Elissa                            | Werve                            | Informational                               |
| Marilyn                           | Seabeck                          | Informational                               |
| Sarah                             | Cook                             | Informational                               |
| Alexandra                         | Ramsey                           | Informational                               |
| Christine                         | Evans                            | Informational                               |
| Phyllis                           | Wax                              | Informational                               |

|                                   |                  |               |
|-----------------------------------|------------------|---------------|
| Tina                              | Johnson          | Informational |
| Elizabeth                         | Herber           | Informational |
| Melissa                           | Temke            | Informational |
| Rafael                            | Burgos Rivera    | Informational |
| Brittney                          | King             | Informational |
| Katherine                         | Bontempo         | Informational |
| Jay                               | Bullock          | Informational |
| Sharonda                          | Robinson         | Informational |
| ANONYMOUS                         |                  | Informational |
| Elissa                            | Werve            | Informational |
| Melissa                           | Pacheco          | Informational |
| Tami                              | Zwicke           | Informational |
| Mary`                             | Krawczyk         | Informational |
| Sarah                             | Leair            | Informational |
| Jenni                             | Hofschulte       | Informational |
| Katy                              | Bontempo         | Informational |
| Alison                            | Peterson         | Informational |
| Gina                              | DacQuisto        | Informational |
| Hannah                            | Verrier          | Informational |
| Jennifer                          | Parr             | Informational |
| Joseph                            | Schutz           | Informational |
| Lauren                            | Jagemann         | Informational |
| Lindsey                           | Goding           | Informational |
| Lorinda                           | Walters Flores   | Informational |
| Melody                            | Mehn             | Informational |
| Raymond                           | Duncan           | Informational |
| Sanne                             | Laursen          | Informational |
| Anonymous                         |                  | Informational |
| Darcia                            | Ziebert          | Informational |
| Kellie                            | Krawczyk         | Informational |
| Liz                               | Kremer Wanserski | Informational |
| Peter                             | Kao              | Informational |
| Caryl                             | Davis            | Informational |
| Christine Carrillo and Eric Losin |                  | Informational |
| Colleen                           | Sullivan Konyn   | Informational |
| Elle                              | Dannecker        | Informational |
| Gina                              | Kaisler          | Informational |
| Julie                             | Hapemann         | Informational |
| Katherine                         | Cashmer          | Informational |
| Kelly                             | Birren           | Informational |
| Kristen                           | Muskevitsch      | Informational |
| Lauren                            | Woehler          | Informational |
| Lorinda                           | Walters Flores   | Informational |
| Michael                           | Chay             | Informational |
| Miranda                           | Brannon          | Informational |

|                    |                    |                          |
|--------------------|--------------------|--------------------------|
| Paul               | Post               | Informational            |
| Amber              | Castro-Kozlowski   | Informational            |
| Amelia             | Brummund           | Informational            |
| Angela             | Harris             | Informational            |
| Anna               | Guzman             | Informational            |
| Aryianda           | Hager              | Informational            |
| Becky              | Stein              | Informational            |
| Colleen            | Vasquez            | Informational            |
| Cristina           | Salazar            | Informational            |
| Cynthia            | Maldonado          | Informational Phone call |
| Cynthia            | Maldonado Santiago | Informational            |
| Danielle           | Love               | Informational            |
| Danielle           | Robinson           | Informational            |
| DeAnn              | R                  | Informational            |
| Dulce              | Guzman             | Informational            |
| Eliza              | Aldape             | Informational            |
| Elizabeth          | Herber             | Informational            |
| Elizabeth          | Sanders            | Informational            |
| Emily              | Hettiger           | Informational            |
| Eric               | Bashirian          | Informational            |
| Erika              | Davis              | Informational            |
| Heather            | Cortes             | Informational            |
| Jaime              | Gilbert            | Informational            |
| Jana               | Wanty              | Informational            |
| Jenna              | Chenow             | Informational            |
| Jenna              | Stoll              | Informational            |
| Jennifer           | Koss               | Informational            |
| Jennifer           | Mueller-Kempf      | Informational            |
| Jessica            | Christensen        | Informational            |
| Jessica            | Marks              | Informational            |
| Jessica            | Martín             | Informational            |
| Jo Ann             | Fritz              | Informational            |
| Kristen            | Grossmeyer         | Informational            |
| Kyle               | Moerchen           | Informational            |
| Ladonesty          | Fowlkes            | Informational            |
| Maria              | Barajas            | Do Not Support           |
| Marquita           | Moorer             | Informational            |
| Mary`              | Weinberger         | Informational            |
| Mindy              | Olson              | Informational            |
| Missy              | Rick               | Informational            |
| Molly              | Stepnik            | Informational            |
| mrsdeida@gmail.com |                    | Informational            |
| Nichole            | Lutz               | informational            |
| Nicole             | Gahl               | Informational            |
| Nicole             | McNally            | Informational            |

|                         |                 |                          |
|-------------------------|-----------------|--------------------------|
| Ofelia                  | Rios            | Informational            |
| Priscilla               | Galvez          | Informational            |
| Rhonda                  | Kelsey          | Informational            |
| Rhonda                  | Robinson        | Informational            |
| Schrell                 | Tramble         | Informational            |
| Sharon                  | Awosika         | Informational            |
| Staci                   | McDade          | Informational            |
| Susan J.                | O'Brien         | Informational            |
| tgraceffa31@gmail.com   |                 | Informational            |
| Tish                    | Foster          | Informational            |
| Tyra Lea                | Mann            | Informational            |
| Vicki                   | Kachache        | Informational            |
| Andrea                  | Goodman         | Informational            |
| Anna Wayer              | Wayer           | Informational            |
| Anonymous               | Staff           | Informational            |
| Ashley                  | Schuh           | Informational            |
| Beth                    | Bender          | Supports                 |
| Brenda                  | Campos          | Does Not Support         |
| Brian                   | Van Klooster    | Informational            |
| Canience                | Haynes          | Does Not Support         |
| Christine               | Carey           | Informational            |
| Christopher             | Cliff           | Informational            |
| Corrie                  | Warning         | Informational            |
| Courtney                | May             | Informational            |
| David M                 | Krueger         | Informational            |
| Elizabeth               | Gabriel         | Informational            |
| Erick                   | Ivory           | Informational            |
| Hope                    | Owens-Wilson    | Informational            |
| Janet                   | Elsbernd        | Informational            |
| Jenna                   | Chenow          | Informational            |
| Jennie                  | Dentice         | Informational            |
| Jennifer                | Robinson        | Informational            |
| Jodi                    | Delfosse        | Informational            |
| Joni                    | Lucht           | Informational            |
| Joseph                  | Eisenhauer      | Informational            |
| Joy                     | Foster Steckler | Supports                 |
| Kaela                   | Zielinski       | Informational            |
| Kari Moyle/Kevin Rogers |                 | Informational            |
| Kat                     | Wodtke          | Informational            |
| Katie                   | Mosack          | Informational            |
| Kenisha                 | Brown           | Informational Phone call |
| Kim                     | Jerabek         | Informational            |
| Kipp                    | Elsbernd        | Informational            |
| LaTasha                 | Dotson-Franklin | Informational            |
| Latonya                 | Morris          | Informational            |

|                         |                |               |
|-------------------------|----------------|---------------|
| Laura                   | Nunez          | Informational |
| Lisa                    | Wolf           | Informational |
| Maria                   | Gallegos       | Informational |
| Mayra                   | Franco         | Informational |
| Megan                   | Hofschulte     | Supports      |
| Michelle                | Grosso         | Supports      |
| Mollie                  | Newcomb        | Informational |
| Patty                   | Newman         | Informational |
| Rebecca                 | Gilpatric      | Informational |
| Renad                   | Jaraba         | Informational |
| Sharon                  | Awosika        | Informational |
| Shellie                 | Gagliano       | Informational |
| Shivam                  | Bawa           | Informational |
| Stephanie               | Gralton        | Informational |
| Steve and Sandy         | Guerrero       | Informational |
| Steve                   | Hawthorne      | Informational |
| Tea                     | Norfolk        | Supports      |
| The Unique Family Green |                | Informational |
| Thomas                  | Sorce          | Informational |
| Zachary                 | Shayhorn       | Informational |
| Adam                    | Murphy         | Informational |
| Amanda                  | Frazer-Collins | Informational |
| Amani                   | Asad           | Informational |
| Andrea                  | Loss           | Informational |
| Angela                  | Quayle         | Informational |
| Ashley                  | Leverenz       | Informational |
| Candice                 |                | Informational |
| Carrie                  | Haese          | Informational |
| Corey                   | Zetts          | Informational |
| Craig                   | Mrkvicka       | Informational |
| Dawn                    | Waite          | Informational |
| Dawn                    | Waite          | Informational |
| Denise                  | Fields         | Informational |
| Elise                   | Mickelson      | Informational |
| Eloina                  | Zarate Rivera  | Informational |
| Fabiola                 | Colunga        | Informational |
| Heidi                   | Tingue         | Informational |
| Jakob                   | Millizer       | Informational |
| Jane                    | Audette        | Informational |
| Jill                    | Wesolowski     | Informational |
| Jimmy                   | Miller         | Informational |
| Joseph                  | Hartlaub       | Informational |
| Julie A                 | Garcia         | Informational |
| Kate                    | Fowdy          | Informational |
| Kate                    | Halfwassen     | Informational |
| Kathy                   | Hernandez      | Supports      |

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| Katie                          | Grabowski        | Informational    |
| Laura                          | Beno             | Informational    |
| Lauren                         | Eierman          | Does Not Support |
| Lauren                         | Simmons          | Informational    |
| Lauren                         | Zurowski         | Informational    |
| Linda                          | Barnes           | Informational    |
| Linda                          | Womak            | Informational    |
| Liz                            | Kremer Wanserski | Informational    |
| Mark                           | Gilpatric        | Informational    |
| Mayra                          | Cruz             | Informational    |
| Michael                        | Chay             | Informational    |
| Pamela Lippert and Cara Callan |                  | Informational    |
| Paris                          | Gartman          | Informational    |
| Patricia                       | Hernandez        | Informational    |
| Rakeshia                       | Wilson           | Informational    |
| Renad                          | Jaraba           | Informational    |
| Rizzotto Family                |                  | Informational    |
| Sabrina                        | Weiland          | Informational    |
| Shamika                        | Wright           | Informational    |
| Sonali                         | Massey           | Informational    |
| Stanley                        | Loper            | Does Not Support |
| Stephanie                      | Wolfe            | Informational    |
| Theresa                        | Stockheimer      | Informational    |
| Valeria                        | Martinez         | Informational    |
| Zachary                        | Shayhorn         | Informational    |
| A. Nancy                       | Puma             | Informational    |
| Abdullah                       | Al-bassam        | Informational    |
| Alison                         | Macchia          | Informational    |
| Andrea                         | Muniz            | Informational    |
| Angela                         | Pryor            | Informational    |
| Anonymous                      |                  | Informational    |
| Arras V.                       | Martin           | Informational    |
| Barbara                        | Green            | Informational    |
| Ben                            | Titus            | Informational    |
| Beth                           | Ennis            | Informational    |
| Beth                           | Manning          | Informational    |
| Brent                          | Halfwassen       | Informational    |
| Cara                           | Slingerland      | Informational    |
| Catherine                      | Cichon           | Informational    |
| Chinyere                       | Murphy           | Informational    |
| Christina                      | Williams         | Informational    |
| Curt                           | Hart             | Informational    |
| Daniela                        | Valeriano        | Informational    |
| Elizabeth                      | Sedita           | Informational    |
| Eric                           | Arsnow           | Informational    |

|   |                |                  |
|---|----------------|------------------|
| Erin                                      | Flood-Harrison | Informational    |
| Gloria                                    | Linski         | Informational    |
| Holly                                     | McCoy          | Informational    |
| Hrysanthi                                 | Kinis          | Informational    |
| Isabella                                  | Vecellio       | Informational    |
| Ivelisse                                  | Cosme          | Informational    |
| Jack                                      | Rodriguez      | Informational    |
| Jeremy                                    | Lucas          | Informational    |
| Jose                                      | Perez          | Informational    |
| Joshua                                    | Fritz          | Informational    |
| Karen                                     | Kubacki        | Informational    |
| Karyssa                                   | Lowe           | Informational    |
| Laura                                     | Pizur          | Informational    |
| Lola                                      | Flores         | Informational    |
| loyalty4ever49@yahoo.com                  |                | Informational    |
| Lydia                                     | Crape          | Informational    |
| Lydia                                     | Zajichek       | Informational    |
| Makini                                    | Triplett       | Informational    |
| Mandy                                     | Castillo       | Informational    |
| Marina                                    | Dimitrijevic   | Informational    |
| Mary                                      | Weinberger     | Informational    |
| Matt                                      | Sanders        | Informational    |
| Michael                                   | Guevarra       | Informational    |
| Milwaukee Teachers' Education Association |                | Informational    |
| Natalie                                   | Kitzrow        | Informational    |
| Nichole                                   | Lutz           | Informational    |
| Nicole                                    | Davis          | Informational    |
| Rachel                                    | Scannell       | Informational    |
| Rebecca Christman and Paul Bleidl         |                | Informational    |
| Risa                                      | Berg           | Informational    |
| Robert                                    | Szocik         | Informational    |
| Roxanne                                   | Ciatti         | Informational    |
| Spring                                    | B.             | Supports         |
| Steve                                     | Baldwin        | Informational    |
| Steven                                    | Duback         | Informational    |
| Susan                                     | Boushon        | Does Not Support |
| Wendy                                     | Mesich         | Informational    |
| yeshere.001@hotmail.com                   |                | Informational    |
| Yvette                                    | Villalpando    | Informational    |
| zaleh2908@gmail.com                       |                | Informational    |

## Resolution 2021-006

Stanley, Christlyn A <frederca@milwaukee.k12.wi.us>

Wed 7/15/2020 3:42 PM

To: Governance <governance@milwaukee.k12.wi.us>

Cc: Woodward, Annie <woodwaax@milwaukee.k12.wi.us>

To: MPS Board of Directors

I would like to take this opportunity to express my support for Resolution 2021-006. As the principal of Keefe Avenue School, who have had the opportunity to work in other areas of the city, I agree with Director Woodward's rationale for funds to support the district's 53206 Initiative. The students, families, and staff need additional support to address the needs that have been compounded over years of reduced funding.

Please accept this email of support in place of a video or phone testimony.

Thank you.

*Dr. Christlyn Frederick-Stanley, Principal*

**Keefe Avenue School**

1618 W. Keefe Avenue

Milwaukee, WI 53206

(414)267-4800

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## School reopening feedback for virtual meeting 6/25/2020

Angela Terry <angela.terry29@gmail.com>

Thu 6/25/2020 8:58 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Good morning,

I am writing in hopes that my feedback will be included in the virtual meeting held tonight. My hope is that my voice is heard as an advocate for our children. I do not agree with the children starting school in early to mid August. I understand the reason why but my daughter's school Parkside for the Arts is already a sauna when school starts in September and continues to be incredibly hot until almost November. There were some days last year that she got physically sick from the heat in her classroom 145. Starting earlier would mean more hot days and I'm sorry but kids can't learn when they can't function and feel sick.

I also don't agree with kids having to wear masks when they return to school. 1- because of the heat. 2- because so many children already deal with anxieties and I truly believe seeing everyone wear masks along with having to wear one themselves will be a very negative experience for kids who are already struggling with how last year ended. Not to mention, kids don't understand that they can't adjust their mask and must wash their hands if doing so. Seems like more germs would be spread with masks than without.

I am a proud MPS parent but I may need to rethink my daughter continuing her education with MPS if certain things are forced on us and the children's feelings aren't thought of.

I can be contacted at 414-852-8315 if there are any questions.

Thank you for taking the time to read this.

Angela Terry

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## reopening

Jodi Scheske <jodi.scheske@gmail.com>

Thu 6/25/2020 7:52 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Hello- I am listening to the board meeting right now about surveying for figuring out the calendar back to school/plan and date. I want to say that I am extremely disappointed that a date to go back appears that it will not be determined until after July 12th week. Whenever you do surveys they don't work as you plan for---- uniforms and most recently about tech/chromebooks. If you wanted to survey it should have been done already and to do it now is shameful and only makes MPS look bad. It is pretty common that your 'surveys' get to parents after the deadline to respond has already passed. In this time of uncertainty, having a date would be the least you could provide parents and staff. Focus groups should have been already formed if that was the intention in decision making.

In a typical year, parents don't get the postcard with bus times until a few days before school starts. Now with the new bell times, I don't think that routes will be done and communicated in time.

Parents who work do not know what day/hours they can work. Do you know how hard it is to tell your employer that you can't come to work until after your child's bus comes and you don't even know what time (NOR DATE) that even is. It is so very unprofessional.

And now with COVID, there are unemployed parents who don't even know what to plan for (could job hunt if they knew) or those with limited daycare/ siblings in multiple schools.

2nd, if school goes to an AB schedule of sorts, will there be flexibility for siblings who are in different schools so they could be on the same A/B? for childcare reasons at the very least.

Lastly, In schools with middle school that change classes-- (like a HS does) will those children be able to move rooms to have their regular schedule?

Thanks for your hard work, I understand conditions are always changing but please do not prolong time decisions because families and staff who are parents need to plan for at least the basics.

Thanks,

Jodi Scheske  
414-651-3980

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## MPS Reopening Plan

Kathryn Buschmann <kathrynbuschmann@gmail.com>

Thu 6/25/2020 10:02 AM

To: Governance <governance@milwaukee.k12.wi.us>

Cc: Buschmann, Alex <alex.buschmann@gmail.com>

**Caution External Source**

Hello,

Our daughter will be in K4 at MacDowell Montessori this year. We want to express support for MPS to choose one of the options under Scenario #2 in the MPS Reopening Plan to reopen schools with some level of social distancing. We feel that these scenarios are the most sustainable in the long-term and provide students the best opportunity for quality learning so they don't fall too far behind during this hard time.

As working parents, we feel the most realistic option under scenario #2 for the majority of working parents would be *Option #4: Elementary Face-to-Face/Secondary Distance Learning*. Most secondary students are better able to complete school work from home, while research shows that elementary age students struggle the most with virtual learning. This scenario would also allow for proper social distancing to be spread out across all MPS schools and buses, especially as outdoor learning is not a sustainable option with Wisconsin winters.

With that said, we would support scenario #1 (virtual learning) or any of the options under scenario #2. But we should absolutely not reopen schools under normal conditions until COVID is contained or a vaccine is largely distributed. If schools were to reopen under normal conditions, we would be forced to seriously consider removing our child from MPS this year. We absolutely love MacDowell and wish to have Liliana continue to attend so we are anxiously hoping the correct decision is made to ensure the safety of MPS students.

Thank you for your time,  
Kate and Alex Buschmann

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**Fw: Board Meeting June 25, 2020 - Fall Plan to Reopen**

Lorinda Walters Flores &lt;lorindaflores@hotmail.com&gt;

Thu 6/25/2020 1:26 PM

To: Governance &lt;governance@milwaukee.k12.wi.us&gt;

**Caution External Source**

To the School Board Directors,

I am Lorinda Flores, proud mom of three MPS high school students (one being a 2020 graduate from Ronald Reagan HS) and a teacher at Fernwood Montessori. I composed the two emails (below) and sent them to Director O'Halloran and Director Peterson - but am realizing that perhaps I should have sent them to everyone (?). So I am doing just that.

Please see below for my correspondence about my opinion about reopening in the fall. This isn't an easy decision - none of it is. I send you all my best wishes and healthy thought processes as you work together to make sound decisions for us. Please know that I believe that nothing is worth it if we are willing to risk even just one member of our community (of teachers and support staff in each school, and the staff at Central Office, and all of our parents and children).

Best to you all,  
Lorinda Walters Flores  
414-265-8043

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**From:** Lorinda Walters Flores <lorindaflores@hotmail.com>**Sent:** Thursday, June 25, 2020 10:17 AM**To:** ohallomm@milwaukee.k12.wi.us <ohallomm@milwaukee.k12.wi.us>; petersre@milwaukee.k12.wi.us <petersre@milwaukee.k12.wi.us>**Cc:** Amy Mizialko <mizialkoa@mtea.weac.org>**Subject:** Re: Board Meeting June 25, 2020 - Fall Plan to Reopen

Dear Director O'Halloran and Director Peterson,

I am Lorinda Flores, proud parent of three MPS high school students and a teacher at Fernwood Montessori. Oh wait, one just graduated from high school and leaves for college soon... so I guess it's only two now!

Regardless, I would like to add onto the concerns that I emailed you last week (see below for original email).

I am going to be honest with you, with this passion that is racing through my veins, and with the mixed messages that my body and my brain are tormenting me with (super dramatic, for effect).

As a professional, I am terrified to go back to work. The virus is no joke. The 6' apart with required social distancing is no joke.

- I am terrified to be in an old but gorgeous and amazing building with unpredictable ventilation where a virus can travel around quickly. No amount of mask-wearing, sanitizing everything every five seconds, or social distancing can keep an airborne virus from reaching our eyes.

- I am terrified that I my personal need for human touch will make my boundaries (and the state mandate to social distance) fall and I won't be able to resist reaching to hug a colleague who is suffering or is sad, or it'll be me that needs the hug. And I am terrified of how my body will suffer if I hold firm with my boundaries.
- I am terrified on how to work with students who need a second mom, and who are use to my touching them and hugging them and holding them without hesitation if they need it.
- I am terrified of getting the virus as I don't know how my body will react to it. I am terrified of having to go the hospital and having my three teenage daughters lose their mom. As a single parent, I am terrified of the financial cost. I am terrified of spreading the virus to my daughters who would then spread it to their dad who is a Hospice Nurse working with an incredibly vulnerable group.

As a parent, I desperately want my daughters to have the high school experience they deserve. Virtual learning didn't go well. Luckily for them they are smart, 4.0 students, who are academically driven. But they had zero interest in virtual learning. I want them to be around their friends again and their amazing teachers at Reagan HS. I want them to be able to competitive sports like XC and Wrestling and Track. But I don't want them to get the virus, either. 😞

As a Montessori Teacher, if we don't go back and we go virtual, I am *freaked out* about what this will do to the Montessori program. As you may know, Montessori works because of all the components that work together. The K3/K4/K5 program IS the foundation of the entire Montessori program, and we have fought hard to convince not only administration but also DPI to understand the unique needs that our program requires to be successful. If we go virtual - what will that mean for Montessori?!?! There is no way to do what we do virtually. We give silent lessons, one-on-one, and the K5s do much of the teaching as they model behaviors that they've been practicing for three years. We are trained to teach Montessori. "Taking one for the team during these unusual times" and "learning new ways to teach" isn't realistic when we know the longterm consequences that will do.

I understand that the district is allowing a Montessori Task Force (not sure it's called that) to figure out what to do for our Pedagogy/Curriculum. But I know that losing funding for the K3s and K4s is a real fear for the team, and I fear that decisions will be made around funding.

My ask today, as you figure out the BIG HARD decisions tonight, is to please add in a provision, a way (?) to preserve the K3 and K4 spots for parents (and the funding for that age group) while honoring the Montessori program.

- I really think the best thing for us to do is to go virtual 😞 and that the Montessori Primary teachers focus on 1/3 of our class: the K5s. It is during the K5 year that we fold in academics more heavily and learning how to do that via screen time will be challenging, and it will require parental commitment, too. And I propose that Montessori Primary teachers do parent education with the younger two levels.
- If we go back to the classroom, I say that the Montessori Primary teachers bring back only the K5s (which are 10-12 students) and focus on them IN the classroom, and when there is a virtual component with no students at school, that the Primary Teachers focus on the 3s and 4s and their parents.

THANK YOU for taking on this BIG HARD thing. So many voices that need to be heard, and I am not sure how you can possible please everyone. Good luck to you all.

Much sincere love,

Lorinda Flores  
414-265-8043

---

**From:** Lorinda Walters Flores

**Sent:** Thursday, June 18, 2020 4:30 PM

**To:** ohallomm@milwaukee.k12.wi.us <ohallomm@milwaukee.k12.wi.us>; petersre@milwaukee.k12.wi.us <petersre@milwaukee.k12.wi.us>

**Cc:** Amy Mizialko <mizialkoa@mtea.weac.org>

**Subject:** Fall Plan to Reopen

Dear Director O'Halloran and Director Peterson,

I am writing today as the board begins discussion and decision-making over reopening schools in the fall. I am a Montessori teacher of the 3-6 yr old age group, an age group within a teaching method that faces unique circumstances right now -- many of which are shared with traditional early childhood classrooms. The 3-6 year old age group are the children who are least likely to follow strict mask/distance/hand washing guidelines. They are also the children with the least access to learning in a virtual environment (research tells us that young children learn **best** in real-life hands-on environments, and research tells us that putting children in this age group in front of a computer actually harms their brain development.) Difficult circumstances indeed.

We know these facts-

- Covid is not diminishing in spread, there is no treatment, no vaccine, with deadly or debilitating outcomes, with newly identified syndrome in children and cases rising after reopening in many localities
- the top 3 ways to avoid contracting are to be masked, 6 ft apart, washing hands frequently - activity that is not going to be consistently complied with (especially in 3-6 age group)
- high risk situations are indoor, large group, poor ventilation, talking, singing, shouting
- school situations are labeled "high risk"<sup>(1</sup>see below, schools have a higher risk than casinos and restaurants)
- consistent daily childcare is crucial to some parent employment (without full open, is not helping parents)
- retooling school operations to create a safer environment is prohibitively expensive, budget is already constrained
- facilities department is already behind in routine maintenance of buildings (in my classroom lead paint is flaking, and it is unclear if there is lead in the drinking water)
- class sizes are already too large (notably a debated issue), teachers are already in short supply (especially Montessori), many staff have immune-compromising health conditions, busing is already too complicated and expensive

So, we can't honestly say that opening for all students in the midst of an uncontrolled deadly pandemic is safe. Not only is it unsafe, it is also prohibitively expensive, as the MPS plan to reopen cost estimate outlines.

May I put forth other ideas:

1) A limited open, for only the highest need families (essential workers, income insecure, special needs, etc. ) at ratio 10-12 students per teacher/classroom with all safety measures in place and

commitment to close classroom if a Covid case is present. In Montessori, that should be the K5 students (1/3 of our classroom), with K4 and K3 students receiving lessons through their parents (??) -- parent education will be the greatest gift and outcome of these unusual times. Or, we rotate children every few weeks (and not every other day).

2) Please consider not reopening physically, but a commitment to specific early childhood remote teacher training (best practices) for early childhood teachers (and one specific to Montessori as the curriculum/pedagogy is unique); technology addressed for students and teachers (busses used for mobile hotspot), meals, and also the ability for social workers and psychologists to continue delivery of services (busses for meal delivery??).

3) Additionally - no full reopening until Milwaukee cases drop to zero for a period of time (what is recommended?? 24??) with commitment to close when cases appear again - individual schools with a case will close for 24 days, until vaccine is widely available. This model is supported by research.<sup>2</sup>

4) Computer assessments for Early Childhood should be waived while virtual learning is in place as there is no way to implement it with fidelity outside of the school.

5) Virtual learning for Montessori needs to be carefully planned, as we need to implement the curriculum with fidelity ("unusual times" or not). Our lessons are presented silently, one-on-one, when we are in the classroom and this something that can be modified (it's one of many pieces that makes Montessori WORK and be successful). Whole group lessons are not an option, either.

I know you are being asked to address many huge issues at the moment. I have complete confidence in the competence of the school board to make the safest choice for our community within this most unprecedented time. Thank you for your time and your service to our schools.

Sincerely,

Lorinda Walters Flores

*Teacher since 2010, Fernwood Montessori*

<sup>1</sup> Schools rated as high risk environment, level 7: [tinyurl.com/c19risk](https://www.google.com/url?q=https://jamanetwork.com/journals/jama/fullarticle/2762510&sa=D&ust=1592325321081000&usg=AFQjCNFzv5UDIDldrlKZlpChop7m-rSeXw)

<sup>2</sup>The incubation period has been found to be as long as 24 days (range: 0-24 days; median: 3.0 days).

<https://www.google.com/url?q=https://jamanetwork.com/journals/jama/fullarticle/2762510&sa=D&ust=1592325321081000&usg=AFQjCNFzv5UDIDldrlKZlpChop7m-rSeXw> (source National Educators United Pledge To Reopen Schools)

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## MPS Reopen Plan-Parent COMMENTS

Nicole Schaeffer <ncorbett03@hotmail.com>

Thu 6/25/2020 3:33 PM

To: Governance <governance@milwaukee.k12.wi.us>

Cc: Nicole Schaeffer <ncorbett03@hotmail.com>

**Caution External Source**

Hello,

I'd like to give thoughts as MPS considers how to reopen their schools this fall.

To give you background, we have a child entering K5 and another entering K3, both in a MPS Public Montessori setting.

I understand that at your last meeting, the discussion leaned more towards implementing Social Distancing and Mask Wearing. From much research I've personally done AND from listening to Doctors and Scientists give their perspectives, illness/droplets can still be spread and pass THROUGH masks. There is NOT enough concrete DATA proving masks are effective.

Additionally, to ask a 3, 4 or 5 year old child to wear one AND keep it on for hours on end, is not only dangerous (lack of oxygen, their air is breathed OUT & breathed BACK into their body again- this creates issues of its own) but also unrealistic.

To be honest, this is a dangerous mandate for ANY age child (or adult) in my opinion (& again, after hours of listening to Professionals stating facts surrounding mask-wearing, that I base my opinion on).

Secondly, we have NOT seen that children are highly susceptible to COVID at all. The death rates of a those dying while also having Covid have had Co-Morbid issues and as Health Officials have stated from the beginning, you're not in a "high-risk" group until at least age 60/65 and OLDER. Again, primarily those w/ other life threatening health issues are ones dying while also having Covid.

Our children's immune systems are designed to fight flu's, colds and so many other bacteria etc they come in contact with. If parents with immune compromised children feel they need to quarantine their kids during this time to minimize their chance for illness, they should certainly do what is BEST for their family.

I know that IF MPS should decide on drastic measures for our children w/ a virus that has a 99.74 recovery rate, I won't be sending mine to this district while these measures are in place.

We absolutely LOVE Bay View Montessori and my oldest child's teachers. Yet, I won't subject my children be educated in a setting where they can't be near friends and classmates and need to walk around in fear w/face masks. We will make alternative arrangements for their education.

Thank you for considering our concerns in the MPS decision for this fall!

Nicole & Troy Schaeffer

Nicole Schaeffer  
Independent Executive- Nu Skin Enterprises  
414.550.3886  
[www.nusintro.com](http://www.nusintro.com)

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Constituent Phone Call 6-25-2020 1:15 pm

Pam Goss a grandparent of a MPS student contacted the Office of Board Governance regarding the plan to reopen schools in the fall.

Ms. Goss feels that students should be on site a couple of days a week to check in with teachers as to their progress with assignments and their understanding of what they are learning.

## Email to Senators

Murphy, Chinyere <murphyys@milwaukee.k12.wi.us>

Fri 6/26/2020 1:12 PM

To: Governance <governance@milwaukee.k12.wi.us>

Just an idea on how to help in the next school year. The following will help greatly diminish the spread of Covid 19 & other viruses. Requiring staff and all non-handicapped students to wear mask & cleaning/disinfecting of hands at the least 4x per day. (What I mean by handicapped is those who can't understand the reason for mask due to cognitive barriers.)

Then classes sprayed down with human contact safe spray at the end of every school day after kids are gone in addition to the typical cleaning procedures. In addition if the School Board could consider a policy on kids being left at school that are extremely sick & in particular for parents who don't work. They should be required to either pick up or have someone else.

Changes for the breakfast program due to our kids often get raw veggies like radishes or pea pods & in turn are thrown away wasting money. I think those things should be replaced with fruit & nutritious juice boxes to improve their health and hopefully decrease children catching viruses.

### **Email to Senators:>**

As a constituent, I urge you to push for immediate action on a coronavirus package that helps reopen schools and campuses safely and saves educators' jobs.

According to the Bureau of Labor Statistics, nearly 500,000 public education jobs have already been lost. If the economic damage wrought by the coronavirus pandemic goes unchecked, nearly 2 million educators at every level from kindergarten to postsecondary—one-fifth of the workforce—could lose their jobs over the next three years.

The detriment of school staff being lost will only hurt current & future generation educational & potential job prospects. It will also greatly increase unemployment & financially critically injure the school staffs families, especially due to the current unemployment rate & those who already lost their jobs scrambling for the jobs as things open basically making it where the numbers of unemployed outweigh the jobs available.

To reopen schools and campuses safely, we need to modify classrooms, cafeterias, and school buses to permit social distancing; intensify instruction and support for students traumatized by the impact of the coronavirus on their families and communities; provide personal protective equipment (PPE) for students and educators; and more.

A few things that I believe will help with this transition is as follows;

1. The concerns of some of the MPS staff that I have talked to about virtual learning is it requires parents to make sure that they had wi-fi connected even though it was offered through the school I believe through Spectrum & parents staying on top of their kids completing assignments, which was a problem some teachers faced.

2. Staggered attendance where each parent receives a laminated copy & email of the days that their kid/kids are suppose to attend, which should be scheduled per house hold attending the same days would be a good thing.

I urge the Senate to provide at least \$175 billion to stabilize education funding, at least \$4 billion to equip students with hot spots and devices to help narrow the digital divide and close the homework gap, at least \$56 million in directed funding for

personal protective equipment (PPE), relief for student loan borrowers, and at least \$4 billion to protect voting rights and make voting by mail more widely available.

I urge you to support taking all these steps and to support taking them immediately. The path to recovery goes straight through America's public schools.

## Something to think about

Dentice, Jennie <mcgratjm@milwaukee.k12.wi.us>

Fri 6/26/2020 6:51 PM

To: Governance <governance@milwaukee.k12.wi.us>

Listening to the meeting the other night, there was talk about the need for clear masks for teachers that have students that are hard of hearing. I would suggest that teachers from the k-2nd grades also get these ( if they exist) as we are teaching sounds and how to make them. Part of doing this is visual. Also, don't forget the speech pathologists and the students that they support. They need to see each other's mouth, etc...

Second, there was talk of getting a team of people to remove desks from rooms. I must say that this not necessary. Not sure what the issue is with extra or unused tables. In a restaurant they do this as a visual reminder and to deter patrons from sitting too close. In a school setting, there are assigned seats, so the teacher can facilitate the distancing. Having a separate spot for all students (especially if we end up rotating students) also ensures that materials aren't shared between students that come on other days. Please consider not doing this. Really, the physical barriers could help keep kids from getting too close to each other. 😊 Moving tables and desks seems like an added expense, possible waste of time and opens up stressful situation when the teacher gets to the classroom and someone moved the wrong stuff, etc... Not to mention a mess in the hallway or the struggle to find places for these items. P.S. I don't even have desks. Many teachers at my school of various shaped tables.

Thank you for reading my "two cents",

Jennie Dentice  
Humboldt Park K-8

## School re-opening feedback from MPS parent

Paul Schmitz <paul@paulschmitz.org>

Fri 6/26/2020 2:32 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Dear School Board Members,

I reviewed the recent report on re-opening, and as a parent wanted to offer a few perspectives:

- 1. Calendar dates are not as important as academic options.** Because of the pandemic, and the fact that we will be continuing to social distance, etc., into the Fall, I am less concerned with when school begins than I am in how students learn when they are there.
- 2. High schoolers need in person instruction and guidance.** I currently have two children in college and three in high school. What I have learned from this last semester is that some students can work in a virtual environment and some really struggle, especially those who have anxiety or ADHD challenges. Two of our children managed themselves and their work fine, one did fine but hated it, and two really, really struggled without the in-person instruction and connection.
- 3. In-person instruction a few days a week tied with virtual learning makes the most sense.** If schools are not returning to "normal," I would prefer that students report to school two days a week (Monday/Wednesday or Tuesday/Thursday) and have other days virtual. This would allow students those in person touchpoints to stay on track and keep them in routines and on a schedule. I prefer the every other day to two days in a row as it again will allow kids to develop better routines. Students have been home-bound for 3 months now, and at least two more months before school starts. It will not be good for their well-being overall to not have the engagement and interaction and routines that a school day provides.
- 4. Videos and packets do not work as well as actual virtual classrooms.** I have seen friends with kids in private schools participate in virtual classes where students and teachers are engaging online. This is a better option than posting a video and giving kids a packet. Of course, the alternate days will create that interaction, but I hope MPS is considering how students can actually attend class online vs watch class like TV.
- 5. Please make decisions on extra-curricular activities, and how students' health and well being will be addressed.** Students in Fall sports are stressed, especially Seniors like my son who still is hoping for a Soccer season. The lack of sports or other activities will be difficult for students and they will need outlets and support. I hope that social and emotional well-being and physical activity continue to be important to student success.

I recognize that this decision must balance student instruction and learning with the reality of challenges of parent engagement and involvement when working from home and minding children. My students are older, and I would understand a focus on the younger children for school attendance in person. Still, I believe it will be detrimental to students' development if they do not spend time on campus in the Fall after 6 months of being home bound.

Thank you for your consideration.

Paul Schmitz  
2846 N. Stowell Avenue  
Rufus King Parent

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## New Constituent Concern

Caitlin Brinker <docbrinker@gmail.com>

Sat 6/27/2020 7:45 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Good morning,

I am writing to Express my concerns with the possibility of Milwaukee Public Schools opening in person with elementary-age children versus continuing virtual learning. I understand virtual learning is difficult for young children. However, this stems from their difficulty in following directions in general as they are learning how to follow rules and learn at school. These are the children who will NOT be able to efficiently social distance. They will not be able to maintain 6 feet distance, cover their cough, not touch their peers. They will be spreading covid 19 to their peers and their families. These are the children who should be staying home and continuing virtual learning rather than risking in person spread. Young children share illnesses with each other and their families. They are most at risk.

With the current atmosphere of Black lives matter, there is also a concern for Black families with the spread of covid 19 through the children with our inner city schools. How can we not consider that returning the small children to school too fast will cause an outbreak with families most at risk of deadly consequences?

We cannot risk MIS-C with our children and we cannot risk their families dying due to not wanting to continue virtual learning. This time is temporary - while frustrating, families losing lives is NOT temporary.

Alternate schedules are not enough. The viral load these children will experience in a single school day will spread the virus. Plus, how are families supposed to find childcare for these alternate schedules? At least with virtual learning they can take advantage of the covid parents act and stay with children while the schools are closed. How is a job going to cope with every other day or every couple days someone not coming to work?

Now, the teachers! How are teachers to cope when many are high risk for infection death or live with someone they could spread it to that is high risk? Will they have options to continuing to teach virtually? On average it takes 3 years for teachers' immune systems to adjust to constantly getting sick from the kids for regular viruses. There is no preparing the system for covid 19. Teachers should not be asked to risk themselves at a time like this. They will not be able to distance from small children in a school environment. Virtual learning is safer for all involved.

I understand some parents want their children back in school and want them excelling, but please be the voice of reason. Please realize the situation is temporary and continue virtual learning for the smaller children to save their lives and the lives of their families. Please keep our Black families, in particular, safe in our cities by keeping our children home and safe. Please keep our teachers safe and not make them sacrifice their lives or their families lives for their jobs.

Thank you for your time and consideration.

Caitlin Mary Brinker

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## Reopening Schools

Amanda Frazer-Collins <mandakatef@gmail.com>

Mon 6/29/2020 1:41 PM

To: Governance <governance@milwaukee.k12.wi.us>

|                                |
|--------------------------------|
| <b>Caution External Source</b> |
|--------------------------------|

To Whom It May Concern:

As I review the plans to reopen I, like many, have conflicting feelings. I know my boys do best learning in the classroom setting. But I also have many concerns about the potential for exposure that comes with being back in the classroom. For my older son who receives speech therapy and special education resource services, he needs the one on one attention he receives from those specialists. But the one on one and small group interactions that he needs also creates additional exposure opportunities.

One question I have with the plan to reduce class sizes and spread kids out into other buildings is how will you have enough teachers and subs to cover these new classes? And if you have older teachers and older subs who don't want to be in classes because of health concerns, that is only going to further limit the available teacher base. My boys are students at MacDowell Montessori and there is a shortage of Montessori subs to begin with. How does the district plan to make sure the students are receiving a Montessori based education? And given how Montessori materials are limited and shared amongst students, how does that work under these circumstances?

This is not an easy situation and given how numbers seem to be going up again I truly wonder if it is safe to go back to in-person learning. As much as I'm concerned about going in person I'm preparing for there to be at least a part time in person component to learning. I do think that if there is the two day in person learning, the days should be consecutive with Wednesday off in between so the rooms can get a deep clean in between the groups of kids. I think it is much less disruptive to students - especially younger students - to go two days in a row versus every other day. As a parent who has younger children that thrive on routine, I know that if they are doing it two days in a row with 5 days off, it will be easier to get them into a routine that way. The one day on one day off will not be easy for them - or us - when it comes to getting them ready in the morning and having them ready to learn when they get to school. And by having the same group of kids go two days in a row with sufficient time to do a thorough cleaning of the classroom in between, it will lessen the risk of exposure. I also think that if the in-person two day option is given, parents should be given the option to choose which days. For parents who are struggling with child care, it may be easier for them to schedule if it is in a block and also if they are able to choose which block. Childcare is going to be an issue if the 2 day plan is adopted. Doing what the

district can to alleviate some of the stress families will be feeling from this will help ease the process.

Sincerely,  
Amanda Frazer-Collins  
521 S 94th Place

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## Classroom Temps and face masks

Daroszski, Amy L <daroszax@milwaukee.k12.wi.us>

Mon 6/29/2020 11:04 AM

To: Governance <governance@milwaukee.k12.wi.us>

Hello School Board Members,

I've brought this issue to the school board before, but now, when we may have to return to our classroom wearing masks, I'd like you to seriously consider the extremely high temperatures in our classrooms, on a consistent, daily basis from August through part of October. **Attached are 3 pictures** of my classroom thermostat from last year. Please note, not only are the temperatures are very high, but the *humidity levels* are also very high.

Furthermore, I'd like to mention that my classroom only has one window screen--that means I can only open ONE out of 4 of my windows. I cannot open the others because bees and wasps always fly in. And lastly, that one window that I do have was bolted to only open 8 inches last year, even though my room faces a brick wall-students cannot fall out of it!

If we return to school, we need excellent airflow. My classroom is one that has terrible air flow, with only one window that opens 8 inches!

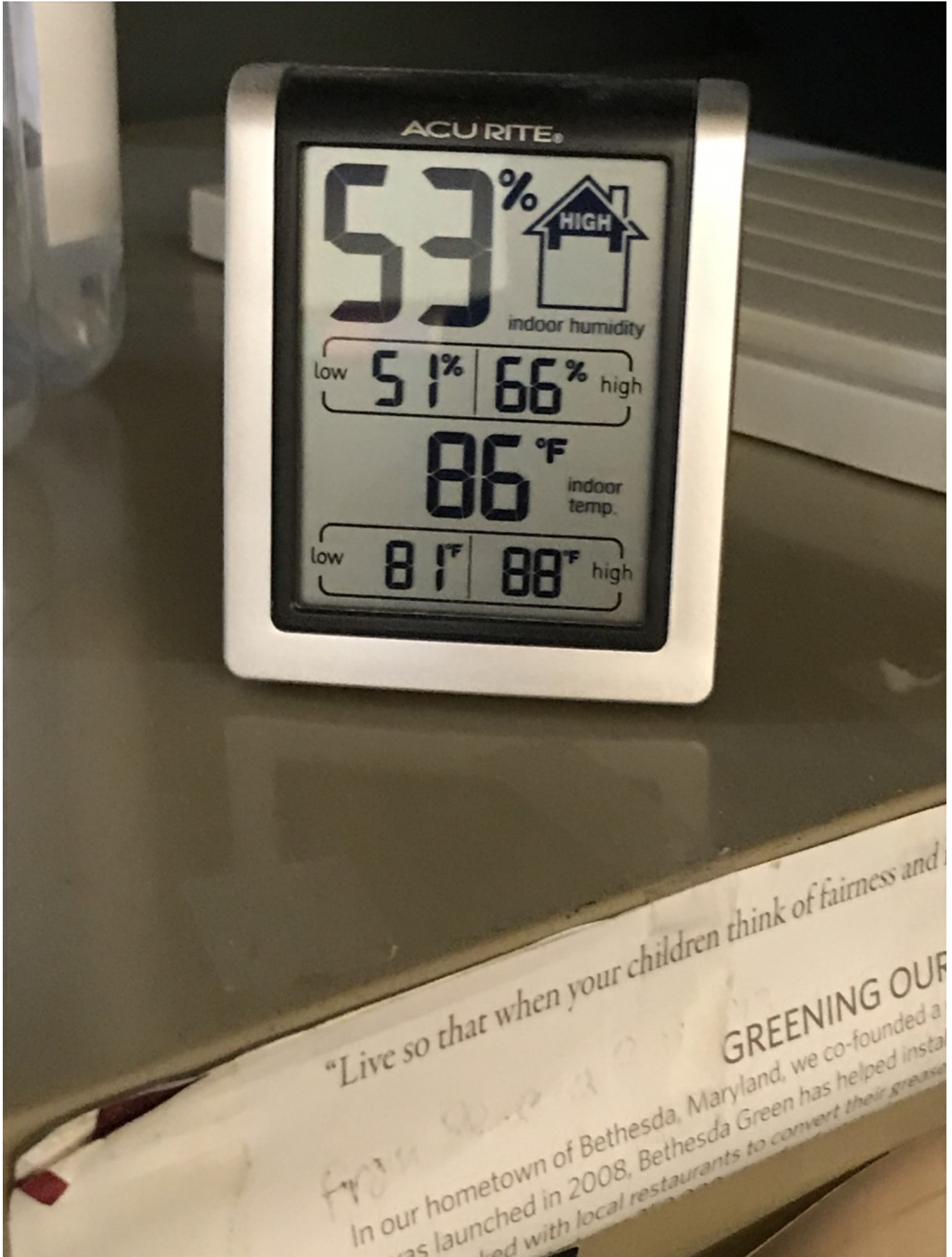
I would appreciate hearing how the board and administration plans to address these serious issues, in light of the precautions we must take to mitigate the spread of COVID-19. **Please see pictures below.**

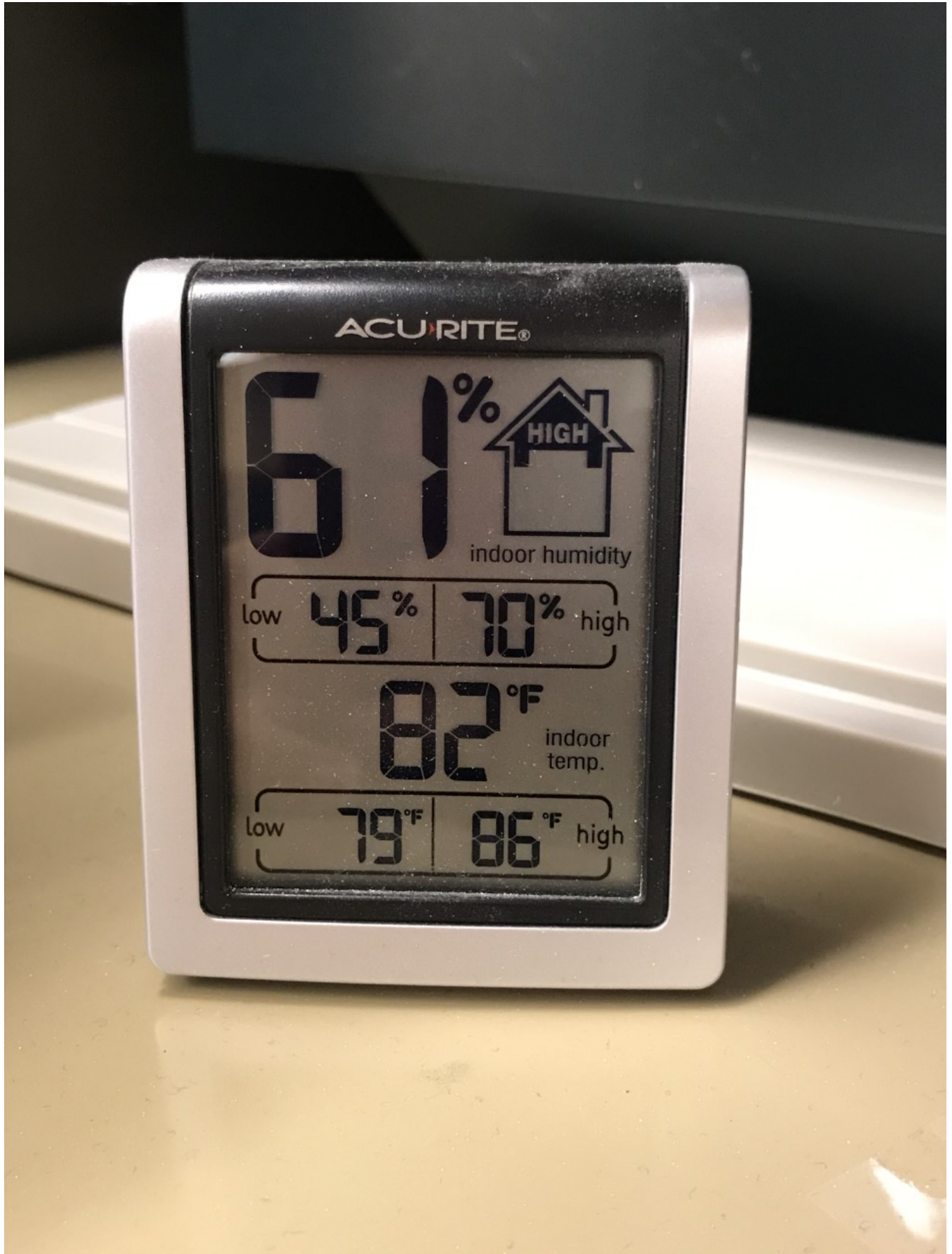
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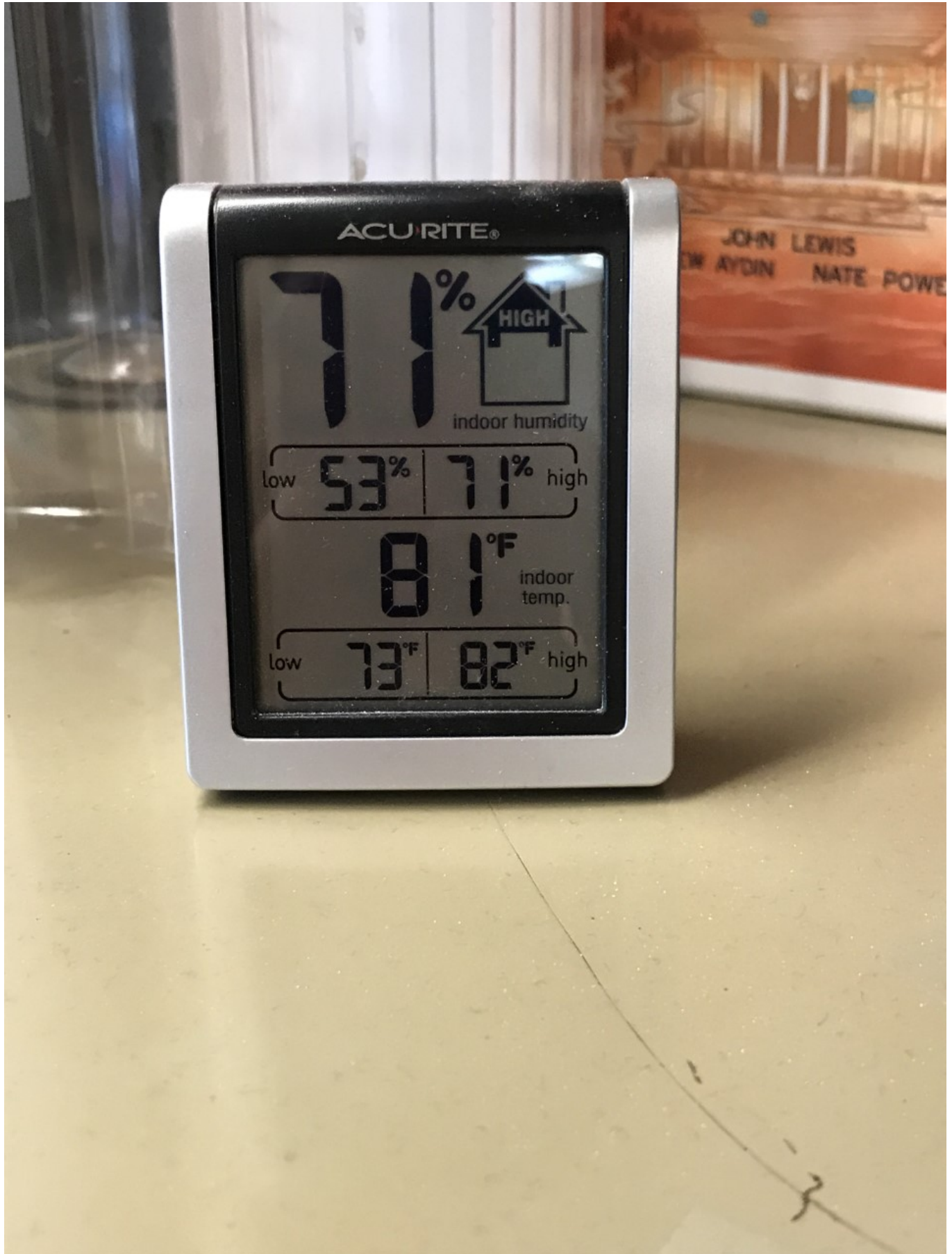
Amy Daroszski, NBCT  
English Teacher  
Rufus King International School  
1801 W. Olive St.  
Milwaukee, WI 53207  
Direct Line: 414-267-0875  
School Line: 414-267-0700  
Email: daroszax@milwaukee.k12.wi.us

My pronouns are she/her/hers

Caution External Source









Sent from my iPhone

## Re-opening

Darci Bowden <darci678@gmail.com>

Mon 6/29/2020 8:30 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

I would like this email sent to all board members. The last email I sent was not directly sent to board members. I'm not sure why, but hopefully this email will be sent.

I have a few questions and concerns about the reopening plans.

1. Please allow parents the option to opt children out of schools due to concerns of Covid. The child can still be enrolled and able hold his or her seat. This could cut down on MPS already swelling class sizes. The child could "opt-out" and request online instruction.
2. Please let this be a reason for MPS to \*seriously consider class size\*, even in Montessori schools. We lose hundreds of families every year because of our large class sizes. It's time to change that. 30 kids is a lot. 40 kids is insane. 43, 45... unheard of in WI everywhere other than MPS. The referendum was past with this in mind. Let's hold to it.
3. I support the August 17 opening date if we end up going face-to-face. Although not ideal, I believe we will have an even worse surge in the fall/winter. I am at a traditional start school and have worked at an early start without A/C. I also think many parents (myself included) will support this.
4. At the last board meeting, the nurse stated teachers should \*make an appointment\* to send a child to a nurse.  
Obviously, the person who made this decision has never been a classroom teacher of 30 kids. This is a horrible idea. Instead of the child going to the nurses office, they instead infect the entire classroom of fifteen (or more) students and at least one teacher? Classroom teachers need somewhere to send a child IMMEDIATELY when a child is sick. This idea is outrageous and needs to change.
5. Will teachers be given N95 masks and other PPE? Many have pre-existing conditions and do not feel safe returning to work.

Thank you. Again, I hope this email was read and sent to all board members.

--

Darci B. Bowden, M.A.  
English as a Second Language Teacher  
Milwaukee Public Schools  
[Darci678@gmail.com](mailto:darci678@gmail.com)  
(414) 333-7153

"How many times have you noticed that it's the little quiet moments in the midst of life that seem to give the rest extra-special meaning?" - Fred Rogers

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## School Reopening Plan

Elissa Werve <brightideas1977@icloud.com>

Mon 6/29/2020 11:40 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Director Megan O'Halloran and Esteemed Members of the Milwaukee Board of School Directors:

I am an English teacher at Bay View High School, and I am writing to you with concerns about the plans for reopening schools during the COVID-19 Pandemic. Today is June 29, 2020, and we are still in the midst of a tenuous situation in regards to the current pandemic. As of today, Wisconsin is back in the red with an uptick in new cases as is much of the rest of the country. In light of current state of infections in Wisconsin, and most notably in Southeastern Wisconsin, I do not believe that returning to a "business as usual" approach is safe at this time. In addition to the rising numbers nationwide, MPS buildings lack proper ventilation systems and proper regular cleaning during normal times. I am a teacher who builds relationships with my students as the basis for building classroom community, and I yearn to return to the daily interactions in my high school classroom; however, I want to only do this when it is safe for our staff, students and families.

With all of the above being said, I hope that when a plan is adopted by the board, that they take into consideration several things. These things include the availability of PPE and the likelihood that students will keep masks on or that they will not cause more trauma in their already traumatic lives; the ability to provide social emotional support for trauma caused by the events that have transpired in our city and nation; ability to provide high quality instruction to students without interruption from future shutdowns; the health and safety of fragile populations within our schools; and most importantly the ability to retain high quality educators and staff for the future. One further consideration should be given to securing technology not only for our students but also a laptop or MPS device that can be used for instruction and mobile work offsite for MPS by staff members. Also, if we want to provide high quality virtual instruction in the future, we should invest in training in online platforms for our teachers. We have highly trained technology staff that can be mobilized to do these tasks.

The last consideration encompasses any changes that are being proposed to the school calendar. We must be mindful that changes to the school calendar could adversely affect payroll calendars and affect the finances of our MPS staff. Please know that this needs to also be considered. I am not sure if the board has ever considered allowing employees a choice of 26 paychecks like other districts do in an attempt to assist budgeting over the summer months. This may be the time to visit this possibility.

Thank you for listening to my concerns. I have an intense love for my students and my job, and look forward to spending my career in MPS. I am hoping that the Milwaukee Board of School Directors can address all of the concerns of staff as well as families and that we can collectively work for the common good of the school district and the families that we serve.

Sincerely,  
Elissa Werve

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## Paula Phillips and Bob Peterson

Seabeck, Marilyn <kramlim@milwaukee.k12.wi.us>

Mon 6/29/2020 10:38 AM

To: Governance <governance@milwaukee.k12.wi.us>

Good morning,

I am a District Mentor Teacher in MPS and have been with the district since 1991. I live in District #7. I just wanted to share some of my thoughts about schools reopening in the Fall.

Back in late March or early April, one of the guidelines for reopening anything was that there needs to be a 14 day decrease in positive COVID-19 cases for any phases of reopening to occur. Clearly, that guideline has been dismissed by the entire country. I am wondering why it was dismissed other than for economic reasons? Not that I think you have the answer. Nothing has changed about the spread of the virus since that guideline was put into place, and I think it is something that needs to be reconsidered when talking about reopening schools. Our staff and students are not economic commodities and should not be treated as such. I also realize that if schools remain virtual, it may have an economic impact on families. I also believe that people should not have to choose between compromising their health over saving their job. There is no good answer here because of the complexity of the situation, but as long as there is not a consistent decrease in positive cases for 14 days, we should remain virtual. This was the scientific advice given 3 short months ago.

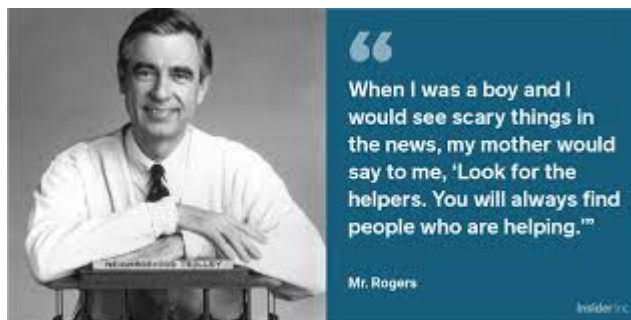
I also realize the inequities in virtual learning. As a district, I believe that we are trying to reduce some of those inequities by providing technology and internet access. This is a big job to do in a short period of time. I do think that there is an additional way of reducing the inequities and that is through utilizing Public television. We have a very strong public television system in Milwaukee, as well as public access stations, such as the one where the school board meetings are broadcast. Utilizing these resources for instruction only requires access to a TV. There would be overwhelming logistics to consider about what this delivery of instruction would look like, but it is widely accessible to students and families. I am not suggesting that instruction be provided exclusively through public TV, but as an additional resource to ensure access to grade level appropriate instruction.

I appreciate your time in reading my concerns.

***Marilyn Seabeck***

***Lead Induction Specialist***

***Milwaukee Public Schools***





To Whom this may concern and the Milwaukee School Board of Milwaukee Public Schools as well as MPS Administration,

6-29-2020

First of all, I wanted to take the time to personally thank you for the work you do for the Milwaukee Public Schools and the staff and administration in addressing important and significant concerns in the community. I am certainly relieved to see a board dedicated to listening to constituents and stakeholders. I have been listening and watching to recent school board meetings and I feel more informed about things happening in our district. I am empathetic to the many concerns and questions about returning to school. Things like, bussing, daycare, social emotional learning, healthcare, parents and family enrollment, but mostly safety and accountability for students and all MPS staff. I am well aware of pros and cons for either option whether learning will be virtual or face to face. I am feeling that there are more cons for face to face instruction at this time. During these uncertain times I wanted to personally address a few concerns of mine based on my experience.

My name is Sarah Cook and I am going into my 8<sup>th</sup> year at MPS. I am a member of MTEA. I am a licensed k-12 Music teacher. I have taught at Washington High School, Obama, Marvin Pratt, and now currently at Starms Discovery, Starms Early Childhood and Wisconsin Conservatory of Life Long Learning. I have taught music to 3yr old children to high school seniors. To be brief in my history I have moved schools several times due to excessing and low enrollment. I also in 2017 suffered a stroke after Thanksgiving break and was out for hospitalization and treatment/rehab. For 4 months. I was able to return in the 2018 school year but had a minor, but necessary surgery in April of 2019. I was out for 1 month for that situation. Both times I used FMLA and was not able to accrue as much sick time. I have faced many challenges, although I am very determined and proud to be able to still teach and devote my therapy into my career. It is what keeps me going knowing I am continuing to heal and do my part as an educator and also heal students in the process. I really have grown through this experience and understand the need for personal health as well as others.

With all of this in mind I wanted to inform you of my concerns for the upcoming school year. My concerns for me is that I have been medically diagnosed Diabetes and congestive heart failure. I am deeply concerned about the risk for returning with face to face instruction with this current pandemic. I understand fully that face to face instruction is truly the best option, however I don't want to put children at risk as well as myself. Here are a list of things I feel need to be addressed:

1. A safe and secure plan for social distancing – the reason I say this is because as a specialist I am not convinced with the number of students in Music, Art and Gym there would be an easy allowance for the 15 student capacity. It truly is difficult to not have our own space if we are to travel from class to class. The risk of exposure is a higher risk. I am generally uncomfortable using a colleagues classroom. It is also known that singing promotes a potential for a quicker spread of Covid due to droplets into the air.
2. Scheduling – this is a VERY difficult area to work out due to multiple buildings for many specialists still and the number of students we serve. I will be at two schools this upcoming year and will have approximately 700-800 students. With alternating schedules and students the classes cannot be shortened because we are already at 30 minutes 1x a week for many students. I understand we are short teachers to be able to comply with DPI requirements. (We are not as able to take on student teachers probably because of scheduling and low numbers going into the profession. Everyone knows how important the arts are. I have always advocated to place an emphasis on the arts for many reasons including: equity, being an outlet for expression, change and mental health. It also lends a voice for injustices as well.)
  - a. Part of this is also that I am assigned to a new building this year and if we go a virtual route it will be harder to get to know students, etc., However it is still possible virtually.



3. One calendar would be nice, but since being on early start it would be truly inconvenient for a calendar change. I also we as staff and the community need enough notice to prepare. I use my summer break to regenerate, prepare, and plan for upcoming school year

I feel these are extremely difficult to plan for and be effective in servicing all students. I am reluctant for virtual learning, however it can be very effective for scheduling purposes. I know I am committed to a high level of teaching for virtual learning. I am in favor of phasing us back to face to face instruction in time. I do believe the special needs students and families are also in need of high consideration for face to face instruction in time. With this pandemic I feel there are so many cons in trying to sort out all of the necessities for everyone to not be virtual. I am encouraged that we have the partnerships and the willingness to put in tiring and thankless hours in resolving concerns. I am committed to stay with MPS and teach either virtual or face to face when it is safe to do so. I am also concerned for being penalized for voicing my concerns as well to maintain my health. I am seeking an option for others with similar concerns or health issues that can be legitimized. I will be happy to appropriately document and verify my medical needs as needed through my primary health provider. I am sincerely hoping that Admin will address the needs of staff who are apprehensive and not discriminate as well as family and students. My proposal would be to not excess staff this year to not put anyone else at risk as well to maintain our assignments in our buildings. I am extremely happy with the schools I am assigned to. I would hope the school board could consider this as a means for staff to feel whole during this time. Its an unnecessary risk if staff is reassigned after 3<sup>rd</sup> Friday count. You as the school board and with Administration support could make this happen. I agree to all hands on deck approach.

Again, with everything that is going on I am so proud to be able to take this time to speak with you and I appreciate your consideration in all of this as well begin to sort everything out. I am committed to whatever is decided and will devote to practice the best and safe practices for myself, other colleagues, families and students. My preference would be for virtual to phase back into buildings when safe to do so, although not ideal. Right now I do not feel confidant and safe. It will be better in time if we do our part and follow guidelines. I have no interest in using short term disability or FMLA. I am asking to not discriminate for our safety concerns. Thank you for taking time to consider addressing my concerns as well as others. Thank you for serving on the MPS School Board and being our Administration for Milwaukee Public Schools.

In This Journey With You,

Sarah Cook

## Inquiry from Public Website: Office of Board Governance

Alexandra Ramsey <alexr@engberganderson.com>

Tue 6/30/2020 10:27 AM

To: Governance <governance@milwaukee.k12.wi.us>; Posley, Keith P <posleykp@milwaukee.k12.wi.us>

Cc: Dicarlo, Joseph P <dicarljp@milwaukee.k12.wi.us>

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| <b>Caution External Source</b> |
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Dear Dr. Posley and MPS Board of Directors,

I want to express my primary concern with the reopening planning, with hope that my kids can get back to class in the fall.

There is considerable thought and resources focused on cleaning and surfaces, but very little on air quality. As I follow the news on the virus, it is becoming increasingly clear that it is spread most commonly by airborne droplets, which hover in the air for hours and can easily travel more than 6 feet over time. Picking up the virus from surfaces is a much lower risk.

With that in mind, I strongly suggest you consider:

1. **REQUIRE MASKS** of everyone to be worn at all time inside. Provide masks for those who need them. If my kids wear masks, but others don't, we are at risk! It should not be optional.
2. Find a way to increase **VENTILATION**, open the windows! Remove the 4" restrictors and replace with bars if necessary. Use fans to circulate the fresh air into the rooms, during the day and also at night. Offices are running their systems as "occupied" 24 hours a day for increased ventilation.
3. Find a way to **FILTER** the indoor air, particularly as winter approaches. If buildings lack central air, add stand-alone filtration units to the rooms. Any filtration would be helpful, UV would be the gold standard. (<https://www.mafna.com/?s=healair>)

Please, please do your best to make sure schools are safe, and OPEN in the fall. I appreciate all you do for our community. I'm sure you recognize that remote learning is not really a viable alternative for teaching our children. They need their teachers and peers for support, encouragement, inspiration and so many other things that just can't be replicated on Zoom and Google.

Respectfully,

Alexandra Ramsey, Parent

Maryland Avenue Montessori

414-336-5343

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## AAP guidance on school reopenings

Christine Evans <ceevans@gmail.com>

Tue 6/30/2020 9:22 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Dear MPS school board members,

I am a parent of two MPS students, and have just filled out the survey about school reopenings--thank you. I wanted to also share this guidance from the American Association of Pediatricians, which does a great job interpreting all the emerging science on this virus specifically as it relates to school communities.

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

The report emphasizes that all planning should be focused on the goal of having students physically back in schools in the fall, and notes that research so far indicates that COVID 19 does NOT spread in children the way influenza does. School-closing guidance was based on our understanding of influenza, since the new virus was so new. However, evidence from the many other countries that have kept schools open through this crisis suggests that children not only become infected with COVID less often, they also do not spread it as readily as adults. The CDC has also noted that transmission from surfaces is less than was expected, which is also good news. MPS could reduce planned spending on sanitizing surfaces and increase spending on paraprofessional teachers who can help with reducing group sizes, making sure masks are worn, etc. There is great evidence as well that mask-wearing really works to dramatically reduce transmission, which is also great news, since that's an affordable and doable step we can all take this fall.

CDC general guidelines are not tailored for schools' specific situations, but this report is. I urge you to follow its guidelines and work to make sure students are physically in school this fall in some way. I also urge you not to break up school communities by spreading students across buildings (unless they are accompanied by their beloved classmates and teachers to those new places). The only thing keeping my kids sane is the hope that they will see their familiar teachers and classmates and school staff in their beloved schools in the fall.

Best wishes and thank you for all of your hard work on this,  
Christine

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## Suggestions for the Fall

Phyllis Wax <phylliswax@yahoo.com>

Tue 6/30/2020 5:54 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Dear Dr. Posley, President Miller, and full School Board,

(I don't know whether this is the best email address to contact Dr. Posley, but couldn't find any other address on the MPS website.)

Distance learning leaves a lot to be desired for young children. As I am sure you know, there are many things (in addition to academics) that students learn by being in a classroom. It is also important for parents who need to go to work.

I am including a link to a NYTimes op-ed piece which addresses this and might have some ideas you can use.

Sincerely,

Phyllis Wax

[Opinion | Remote School Is a Nightmare. Few in Power Care.](#)



**Opinion | Remote School Is a Nightmare. Few in Power Care.**

Government should treat the need to reopen schools as an emergency.

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## Reopening of Schools

tina johnson <bartoljohnson@gmail.com>

Tue 6/30/2020 3:47 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

I have some concerns regarding the opening of the 2020-2021 school year

:

1. We need to take into account the unpredictability of students and erratic behaviors that some students exhibit. There are many students who do not follow the basic rules while at school, how are you going to enforce a safety protocol for situations like this?
2. Where will sick students go while waiting for someone to pick them up? I heard a nurse at the last meeting say they would be held in the classroom.....WHAT!
3. Some schools do not have nurses... or they have part time nurses..
4. What about open concept schools? How can you enforce a "safe distance" when there are no walls?
5. Who is supplying the gloves and masks for students and staff?
6. What about staff who do not wear their masks? Our country has made "mask wearing" an issue. A teacher who worked this summer told me that her principal refused to wear a mask. Another teacher told me that when she went into her school office in June there were 6 staff standing around talking and laughing without masks on (admin and sec. also). They made fun of her for wearing her mask (asking her, "do you have cooties?") How can you ensure that adults with that kind of attitude will follow good safety measures?
7. Why didn't administration roll out distance learning or virtual learning (professional development) to their staff immediately in March? April? May? (other districts did) Wasted learning time for the MPS students!!
8. The latest updates from the CDC and WHO are not positive. How can you ask parents to drop off their kids and assure them that it is safe? You can not control each building.... Every human being will be taking a chance with their life ..... would you want your child, daughter, son, husband or wife to return to a school environment at this time during the pandemic?

Lastly, I am so disappointed with the lack of leadership through this whole mess. The way it was handled from the very beginning to the last board meeting is sad. Leadership could have, should have been prepared to react to this emergency. (Other districts managed to roll out online learning) . I can understand the shock in March but, really.... they were so unprepared in the last meeting.

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## Concerns with Fall Reopening

Herber, Elizabeth A <herbera@milwaukee.k12.wi.us>

Thu 7/2/2020 3:41 PM

To: Governance <governance@milwaukee.k12.wi.us>

Dear Members of the Board,

I am a teacher of Milwaukee Public Schools and I am writing you with my safety concerns about school reopening this Fall. As you are aware, summer school sessions have been taking place at Golda Meir and Milwaukee Academy of Chinese Language. Numerous summer school staff members have reported that facilities have not been kept clean or in a manner that is compliant with the safety protocols for the coming school year based on outlines from DPI. Classrooms haven't been properly cleaned since school closures, bathrooms and other high-traffic areas are not provided with sanitation products, and multiple staff members are being assigned to single classrooms.

Given the number of cases of COVID 19 and the two buildings being utilized for summer school sessions at this time, I am deeply concerned that facilities will not be up to Milwaukee Health Department and DPI standards when and if all schools open in the Fall. If MPS cannot ensure basic sanitation in these times of COVID 19 for two buildings than I do not feel confident that we can serve our students and their families safely this Fall with in-person instruction.

I trust that you all will take into consideration every angle in this very complex issue when making your decision about the coming school year, ultimately placing the health and safety of students, parents, and faculty above all else.

Thank you for your time,

Elizabeth Herber



## Start Date

Temke, Melissa A <millerma@milwaukee.k12.wi.us>

Thu 7/2/2020 1:28 PM

To: Governance <governance@milwaukee.k12.wi.us>

**\*\*I ask that the following message be forwarded to all board directors. Thank you!\*\***

Good afternoon,

I am writing to urge the Board of Directors to seriously consider and advocate for a later start date for all students this fall. I am staff member on the Early Start calendar, and although it will place a financial burden on me and my family to wait another month to begin work, I think it is the best option for the following reason. Regardless of what instruction will look like in the fall, the one thing everyone can agree on is that we need more time. We need time to get our bus routes in place to allow for social distancing, we need time for our buildings to be cleaned and re-organized, we need time for teachers to prepare in-person and virtual lesson plans, we need time to seek out and hire the additional staff that will be required to carry out this work, parents and families need time to make alternate childcare/work arrangements, and we all need time to see what this virus is going to do.

For this reason, I urge you to advocate for all students to return to school (in person, virtually, or hybrid) on either September 1st or September 8th. The early start calendar just does not allow ample time to accomplish the great amount of work that needs to be done to keep staff and students safe.

Thank you for your time and attention.

Sincerely,

Melissa A. Temke

Teacher  
Violence Prevention Program

Milwaukee Public Schools  
6620 W. Capitol Drive, Room 220  
Milwaukee, WI 53216  
Phone: 414-438-3467

## CLC summer concerns

Burgos Rivera, Rafael <burgosr1@milwaukee.k12.wi.us>

Thu 7/2/2020 5:41 PM

To: Governance <governance@milwaukee.k12.wi.us>

Dear Members of the Board,

As teachers of Milwaukee Public Schools, we are writing with our safety concerns about both CLC programs with students (opening on the 6th of July) as well as school reopening this fall. As you are aware, that summer camps in school sessions will be taking place beginning Monday July 6th, 2020. Numerous summer school staff members (MPS and partner agencies like Boys and Girls Clubs) have reported that facilities have not been cleaned at all or in a manner that is compliant with the safety protocols provided by the CDC/DPI now much less, for the coming school year. Classrooms haven't been properly cleaned (some not at all) since school closures, bathrooms and other high-traffic areas are not provided with sanitation products, and multiple staff members are being assigned to single classrooms for summer school. There are also reports of staff not wearing masks in common areas.

The situation in the summer/programs school buildings is unacceptable especially to received children for the CLC programs. As of now, we feel that this is just a preview to what is going to be happening during the school year. We teachers and CLC staff are an exceptional breed. We always make due with what we have, we improvise, we do things off the cuff because we are constantly in situations where we need to do that. That is part of what makes us great. But this has also been our downfall. Because we always get the job done, we feel that you just figure that we will settle for whatever situation we are in, make due and get the job done. In this situation, we can not settle. It is very disappointing to hear that CLC staff will loose their jobs if they refuse to work summer.

Given the current situation, we fear that we are going to walk into buildings that are not prepared for us or our students (as they currently, blatantly are NOT). At the end of the day I need to be safe but for heaven sake all of the little people coming into those buildings that don't have a voice need us to speak for them. And right now, we are getting a preview of what we are going to walk into. Paper towel dispensers need to be installed, sinks need to be updated (many don't have hot/warm water and have to be held down in order for water to come out, AND there are not enough hand washing stations to accommodate the number of students in a building), water fountains and their usage needed to be addressed, intermittent cleaning and daily cleaning are all areas of that need to be addressed. This is both saddening and infuriating. Actually it is frightening. The consequences are horrifying.

Given the number of cases of COVID 19, the two buildings being utilized for summer school sessions at this time, and the following school opening on Monday

- o 81st Street Club
- o Allen-Field Club
- o Audubon Club
- o Barack Obama Club

- o Bradley Tech Club
- o Carson Club
- o Carver Club
- o Cass Street Club
- o Clarke Street Club
- o Engleburg Club
- o Fratney Club
- o Grantosa Club
- o Hayes Club
- o Kagel Club
- o Kluge Club
- o LaFollette Club
- o Lincoln Ave Club
- o Maple Tree Club
- o Mitchell Street Club
- o North Division Club
- o Riverwest Club
- o Siefert Club
- o Sherman Club
- o Townsend Club
- o Washington Club

I am deeply concerned that facilities will not be up to Milwaukee Health Department and DPI standards when and if all schools open in the Fall. If MPS cannot ensure basic sanitation in these times of COVID 19 for all buildings than I do not feel confident that we can serve our students and their families safely this summer and Fall with in-person instruction.

I trust that you all will take into consideration every angle in this very complex issue when making your decision about the coming school year, ultimately placing the health and safety of students, parents, and faculty above all else.

Thank you for your time,  
Rafael Burgos Rivera

**From A Macdowell Student**

Brittney King &lt;breajaking890@gmail.com&gt;

Sun 7/5/2020 6:56 PM

To: Governance &lt;governance@milwaukee.k12.wi.us&gt;

**Caution External Source**

Hello my name is Brittney King I attend Macdowell I know our opinions don't really matter but it should . We get that the virus is here we get that but at the same time we feel like y'all should do what's best for us. Me personally when I'm at school I do my work get it in on time and focus on what I'm suppose to do when I'm there , When I'm at home my brain thinks it's me time it's time to get a break from school. These last couple of months we been having online school has been really tough on me why because when I'm at school it's my happy place I get to see all my teachers , All my friends and other people in the school . Over these last 3 months kids have died because of being at home why because a lot of kids face abuse and neglect why do I say this because one of my friends have died because school was a chance for them to get away from the stuff they face at home . I feel like elementary kids can do online school K3 - 5 can stay at home . 6th - 8th grade can go to school 3 Times a week Monday's , Wednesday's and Friday's . High school we listen we know how to distance ourselves , Follow direction , wear mask that not a problem .All I'm asking is please send us back to school please and even if you don't send us back to school give us an option to do virtual learning or go to school. PLEASE IM BEGGING PLEASE

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Katherine Bontempo  
900 E Linus St  
Milwaukee, Wi 53207

July 5, 2020

Milwaukee School Board

Dear Dr. Luis A. Báez, Ph.D.,

I'm writing this letter to share my opinions about the schools reopening. I'm an MTEA member and Nationally Board Certified teacher at Hayes Bilingual. I've been with the district for ten years. I'm also a new MPS parent, as my oldest son will be starting K4 at Humboldt Park School in fall.

I urge the Board to commit to full virtual learning for MPS this fall. I feel very strongly that staff should be protected in the fall. I realized that many people will push for in person learning, and I realize that many of our students need that, but I'm very concerned about the health of MPS employees. I'm most concerned that staff with underlying health conditions would be at risk to return to work. I'd like for the staff members who are at higher risk due to age or underlying conditions to be greatly considered during reopening discussions and planning. I'm in the beginning of my third pregnancy which puts me, and my baby, at a higher risk for illness. I'd like to be able to continue to teach from home for my health and safety.

I had a very successful spring with my students with virtual learning. I taught math, reading, and social studies through live lessons Monday- Friday. I proctored exams, we read and analyzed a novel, we did Dance Friday Nights with my paraprofessional, and formed an even stronger community than we had in the classroom. My students saw me smiling and relaxed everyday.

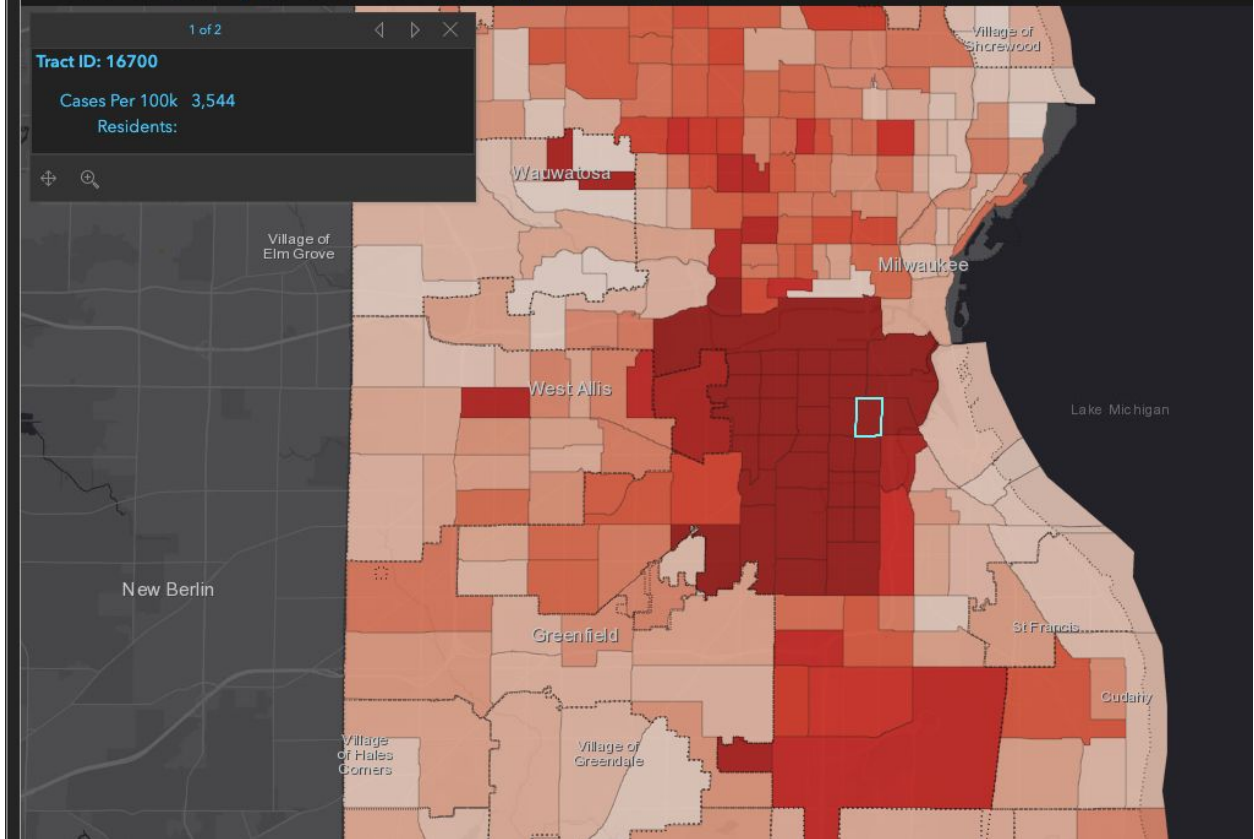
If we go back to in person learning, my students will never see me smile. They will never see any adult smile (assuming all staff be required to wear masks). If we do 50% attendance or 25% alternating attendance we will have incredible challenges teaching a full year's worth of learning. **Virtually, I can teach a full year's worth of content and smile at my students every day.**

According to the Milwaukee County Covid Dashboard, as of today, the small neighborhood surrounding Hayes Bilingual has had a total 3,544 cases per 100k (see below). It's one of the highest hit areas in the city. Cases will only increase with in person learning. I know of one death in our school community, and I don't want to hear about any more.

Please urge the board to commit to full virtual learning for MPS this fall.  
Please forward to all School Board members.

Sincerely,  
Katherine Bontempo, NBCT

# Milwaukee County Coronavirus Disease (COVID-19) Cases - All



## Written testimony for special board meeting re 20-21 plan

Bullock, Jay A <bullocja@milwaukee.k12.wi.us>

Mon 7/6/2020 5:10 PM

To: Governance <governance@milwaukee.k12.wi.us>; Phillips, Maria Paula <phillimd@milwaukee.k12.wi.us>; Baez, Luis <baezla@milwaukee.k12.wi.us>; OHalloran, Megan <ohallomm@milwaukee.k12.wi.us>; Miller, Larry F <millerrf@milwaukee.k12.wi.us>; Gill Herndon, Marva <gillhemj@milwaukee.k12.wi.us>; Peterson, Robert E <petersre@milwaukee.k12.wi.us>; Woodward, Annie <woodwaax@milwaukee.k12.wi.us>; Siemsen, Erika <siemsee@milwaukee.k12.wi.us>; Taylor, Sequanna <taylors@milwaukee.k12.wi.us>

Good afternoon. I want to offer my thoughts on what should happen--at least at the high school level, in English where I know a little something--should schools be partially or fully virtual this fall.

I am currently teaching in the summer session, supervising virtual credit recovery through Edgenuity. As an English teacher with more than 20 years in MPS and lots of experience selecting and writing curriculum (I wrote the summer-school curricula used in 2018 and 2019, for example--plans abandoned this year for Edgenuity), I must insist that MPS **not** force students to use Edgenuity instead of the curriculum and learning experiences their classroom teachers provide.

This is my first real experience with Edgenuity, though of course I had heard of its downsides over the years, everything from the answers being easy to find online to the myriad other ways students and staff can game the system. I also have known that Edgenuity follows none of the board-approved curricula offered in-person to our students. However, none of that reflects my real concern over Edgenuity now that I have dug into the various offerings MPS has purchased and made available for credit recovery or credit acceleration.

**Edgenuity is the opposite of culturally responsive teaching.** A colleague and I were trying to identify what term might signify the opposite of cultural responsiveness, and our best answer was **cultural oppression**. Much of this is, I assume, because so much of the content is drawn from the public domain, but that can't explain all of it.

English 9 features no works of significant length by authors of color or women, although students are expected to spend a quarter on Greek myths and *The Odyssey* and several weeks on *The Three Musketeers*. English 10 begins with *Hamlet* (a text I used to teach seniors in IB English HL), and inexplicably a second Shakespeare play, *Julius Caesar*, as well as *A Doll's House* by the Norwegian playwright Henrik Ibsen (often taught to seniors in AP Literature), but again, no works of substantial length by any authors of color or women.

English 11, traditionally an American Authors course, somehow includes an entire novel by Englishman Robert Louis Stevenson. It segregates many of the year's non-white voices into units like "Contemporary American Indian Voices" and "Asian American Voices"; but somehow there are no Latinx authors included at all! And English 12 has *Hamlet* again(!) and the same Stevenson novel from English 11(!), as well as *absolutely no writers of color* until second semester, and then only three, one poem each.

On the whole, students are asked to do embarrassingly little writing, and what's there is extremely disconnected from students' daily lives. The prompts include these oh-so relevant examples:

- Write an argument for or against the idea of using controlled fires to protect wild areas.
- Write a research-based essay to inform the reader about the positive effects of laughter on emotional and physical health.
- Write an essay to present an argument that either supports or opposes the decision to award a singer-songwriter [Bob Dylan] the Nobel Prize in Literature.
- Your school is considering adopting a policy that requires all students to complete 100 hours of community service during their high school careers in order to graduate. [...] Write a five-paragraph persuasive speech that you will deliver to the school board members and your principal.
- Research the issue of genetically modified foods, and then write an essay to be read by your peers in which you argue either for or against their use.

The prompts repeatedly call for "five-paragraph essays," which is perhaps the least authentic form of writing ever invented. The writing rubrics teachers are asked to use reward cookie-cutter form and structure, and they punish student voice and originality. Grammar instruction is isolated from writing in context where, according to 40 years of research, it needs to be. Grading is on a 100-point scale, something this Board purposely left behind years ago when adopting standards-based grading.

Aside from all that, Edgenuity content is also incredibly difficult for students to understand without professional, in-person guidance--especially so for our English Learners and special education students. Rigor is not about a text, it's about what you do with a text (according to noted ELA theorist and practitioner Kylene Beers), so why ask our students to read the words of Homer or Chaucer or Kipling when they could be reading something relevant, fun, and interesting? Indeed, teachers who used Edgenuity in June reported that as many as half of the students mostly checked out after realizing how hard--and *boring*--the work was to get through without an experienced teacher standing close by.

Please, I beg of you, do not saddle our students with an entire year of what has got to be one of the worst-designed (for urban educators and students) curriculum I have ever seen. Trust our teachers to offer the same kind of engaging, relevant, and culturally responsive instruction we do every day when we are in the classroom. Asking us to sit and monitor students' drudgery through these Edgenuity courses for an entire year--even an entire semester--would be an insult to our training and professionalism. Let us teach our kids the way we know how to.

Thank you for your consideration,

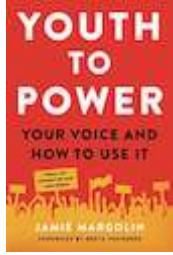
*Jay Bullock, English Department Chair  
Bay View High School*



2751 S. Lenox St.  
Milwaukee, WI 53207  
(414) 294 2400

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**Currently reading ...**



## Message for M. Herndon - Reopening Comments

srob44@wi.rr.com <srob44@wi.rr.com>

Mon 7/6/2020 8:21 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Dear Board Member Herndon,

Although I have already completed the online district survey, I am writing directly to you to offer a few of my ideas about reopening MPS schools in August/September. As the board is making decisions about the reopening, I am asking that you keep in mind that schools have different room sizes and capacities, some schools do not have nurses onsite, and that some of the buildings were improperly serviced as it relates to cleanliness prior to COVID-19 (which concerns me even more now when it comes to cleanliness and sanitizing in the midst of the virus).

Additionally, for staff and student safety, please consider having a mandated mask policy in place for staff, students, parents, and potential visitors. Furthermore, please make sure that MPS is having a discussion with the Milwaukee Common Council since the city is about to make a recommendation regarding a mask policy. If MPS decides to have a mandated mask policy, I also urge the district to consider how schools should realistically handle any staff or students who refuse to follow the mandate.

Thank you for time and consideration.

Sharonda Robinson

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**Caution External Source**

July 7, 2020

To: Members of the Milwaukee Public School Board

Good Evening Board Members,

I am writing to the members of the MPS Board about my concerns I regards to the current pandemic and MPS, specifically the school buildings and the return to school this Fall.

I would first like to thank each and every one of you for representation and the work that you do for Milwaukee Public School students and staff. I do watch the meetings via YouTube and I appreciate your dedication and hard work.

**Please be advised that I would like to remain anonymous.**

Most recently, many of my colleagues who are members of the MTEA/non- members have expressed concerns about the lack of cleanliness in our school buildings and the social distancing that is not occurring. The last board meeting it was stated by administration that our buildings were clean. Many of us already knew that was not true. I'm sure if you polled teachers in the buildings after that meeting they would have assured you that our buildings were not clean and ready for summer sessions.

I really have some concerns as regards to returning the school building. Below are just a few of my concerns and I'm sure that I'm not on an Island alone. Since February, I have experienced so much sickness and dying in my family. It continues to be an emotional roller-coaster. I have not been able to attend family home-going ceremonies and get some since of closure in all of this mess. I'm sure many of you might be experiencing the same and I know that the families that were serve are dealing with these same issues. The following are some of my concerns as it relates to our plans to return to schools for our students.

- There is no vaccine and many of the parents of students are in the age group of those with the virus now and are not taking the necessary precautions.
- I have lost several family members to COVID19. Many of my co- workers have lost loved ones as well.

- Our buildings haven't been cleaned. Admin. cheap and will not buy necessary supplies if school budget has to pick up cost.
- I visited school to sign time sheet and at least 10 staff weren't wearing mask including administrator. Two staff just returned from Vegas and N.C.
- We don't know if families are practicing social distancing guidelines.
- Many of us care for elderly family members or at-risk family.
- We can't expect students to wear mask all day. (They won't)
- 10:1 or 15:1 is not realistic. We don't have enough teachers and the Facilities and Maintenance Director suggested the 15:1
- If people are asymptomatic they will get others sick. How will we control it?
- When students are sick we already have a difficult time contacting parents to pick them up. Sick children can't learn and lay on floors and heads down on desk. Some parents refuse to pick them up.
- It will be difficult to almost impossible to keep students 6 feet apart. How do students socially distance on playground?
- Buses - students don't sit down or stay in seats, how will this work during a pandemic?
- If we assign A or B days, students still come when they want. Parents will ignore assigned days.
- Are teachers dispensable? If we get sick our die substitutes don't show up. I doubt we will get substitutes if illness is COVID19 related or if paraprofessional will want to cover a class. If a student gets COVID19 will the teacher or other students want to attend class?

These are just a few of my concerns. Please feel free I hope that you share at at least one of my concerns at the next virtual board meeting. I have been very intentional following the CDC

Guidelines. I'm sure the members of the board have as well. Please, when you consider your decision for Fall instruction, remember that not everyone agrees with the CDC Guidelines like I do but, these guidelines do save lives. We already have a shortage of teachers, if we get sick or die from COVID19 there will be a bigger problem.

I know and understand your decision will be a difficult one and trust that you understand that the majority of teachers want to be with their students but none of us are safe in a situation that is promised to escalate this Fall. I

Thank you All for your listening ears,

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## School Reopening Considerations

Elissa Werve <brightideas1977@icloud.com>

Tue 7/7/2020 9:05 PM

To: Governance <governance@milwaukee.k12.wi.us>; OHalloran, Megan <ohallomm@milwaukee.k12.wi.us>; Taylor, Sequanna <taylors@milwaukee.k12.wi.us>; woodwaax@wisconsin.k12.wi.us <woodwaax@wisconsin.k12.wi.us>; Peterson, Robert E <petersre@milwaukee.k12.wi.us>; Miller, Larry F <millerlf@milwaukee.k12.wi.us>; Baez, Luis <baezla@milwaukee.k12.wi.us>; Gill Herndon, Marva <gillhemj@milwaukee.k12.wi.us>; Siemsen, Erika <siemsee@milwaukee.k12.wi.us>; Phillips, Maria Paula <phillimd@milwaukee.k12.wi.us>

**Caution External Source**

Dear Board Members:

I am writing to you knowing that the task before you is an arduous task that will undoubtedly be no win situation. You have a weight on your shoulders that I don't wish on anyone. I have faith that as a group of community stakeholders that the best possible decision will be made despite the precarious situation that we are in. With that being said, I wanted to give you some insight from the viewpoint of a high school English teacher. As I look at the possible scenarios for educating our most precious assets to the future of the City of Milwaukee, I have some suggestions or opinions to voice to the Milwaukee Board of School Directors. The first thing that I want you to know is that teachers long to be in their classrooms, but we want to be their under safe circumstances for ourselves, our students, and our families. The second thing that is important to note is that teachers are innovators and masters of their own craft. That being said, there has been a rumor about using a canned online platform that we use for credit recovery called Edgenuity if we go to a hybrid model or online learning model. Let me voice my displeasure with this idea. I am currently teaching English 10 Semester 1 during summer school. Upon reviewing the curriculum, it has come to my attention that it is the furthest thing from the culturally relevant curriculum that we should be teaching to our urban population. The first item in the curriculum is Elizabethan Theater. This section features the play Hamlet by Shakespeare. Although this is a wonderful play, this is definitely not my choice of subjects to teach to students in urban Milwaukee. We are living in a time of serial teachable moments that could be better served by looking at social justice issues through the lens of things like Rap lyrics, projects like Brandon Stanton's The Humans of New York, looking at local authors and podcasts as well as blogs in conjunction with modern urban novels written by authors like Jason Reynolds. I implore you to examine the current curriculum that the district uses. Let teacher use high interest material to engage our students and get rid of the canned curriculum for online teaching. I should be trusted as an educator to create lessons that engage my students. I have built relationships with; I know them best. The biases of the curriculum we purchase does not fit the bill of the culturally relevant narrative that we preach to our teachers. In closing, I would like to say that I believe the best solution for the students of MPS is a hybrid model of face-to-face and online instruction. This would allow me, as an educator, to maximize face-to-face instructional time with a small group of students in the classroom while providing the necessary balance between safety and education. Thank you for the time you have spent in reading my letter.

Sincerely,

Elissa Werve

Bay View High School English Teacher

Sent from my iPhone

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## Parent Concern

Melissa Pacheco <PachecoM@live.com>

Tue 7/7/2020 3:48 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

To whom it may concern,

As a parent, I am very concerned after reading the rough draft scenarios to go back to school this fall. We are living in a world of current uncertainty; however, my childrens safety and well being is my TOP priority. MPS mission is not only to educate our children, but to keep our children safe. Kids should be kept at home learning virtually. This will decrease the risk of getting Covid-19 at so many levels. Kids should not be exposed to a mask for a long period of time. Not even adults! Not to mention that our kid's school, ALBA, does not have air conditioning. The heat already makes them sick imagine having a mask on for 7 hours? Kids with asthma will have a severe reaction to the heat and mask on. This is not the best learning practice for anyone. Having the kids rotate is not safe either and perhaps inconvenient to parents like me that have kids in different age groups. Besides, what is it to have the kids in a school building when they can't go outside to the playground or interact? It will feel like a prison, kids in prison!

Also, the schools were hardly cleaned before this pandemic, what would change now that everything should be kept clean on a daily basis? Is MPS hiring more staff?

Melissa Pacheco

Sent via the Samsung Galaxy Note10+, an AT&T 5G Evolution capable smartphone

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## School Reopening concerns

Tami Z <tamzwi@hotmail.com>

Tue 7/7/2020 9:24 AM

To: Governance <governance@milwaukee.k12.wi.us>; Tami <tamzi@hotmail.com>

|                                |
|--------------------------------|
| <b>Caution External Source</b> |
|--------------------------------|

To Whom it Concerns at the MPS Governance Board,

I am the parent of a special needs child whom goes to a MPS school. We love his school and his teachers. We have always been advocates for MPS. In fact I was fortunate to work at 33 MPS schools (K4-12th grade) throughout my colorful career as a artist in residence with Milwaukee Public Theatre, Danceworks and Arts@Large. As well as many other organizations and schools through out greater Milwaukee. I also worked for years for the Boys and Girls Club as an art specialist for Milwaukee County. For the last 6 years I have taken a different route as I have my son, he was born with down syndrome. Now I have been teaching full time in a variety of positions most recently I am working on my second Master's degree this time in Special Education.

My letter to you today is in regards to our concerns to schools reopening. My biggest concern is my son. He will be entering 1st grade and has successfully been full immersion with all typical kids since K3 at an MPS school. We have always felt MPS and his school supported our son and was setting him up for future success where all kids can reach their goals. Right now however, we have our concerns. First it is the busing. It was proposed there would be 3 bus pick ups and 3 drop offs for MPS schools. We already received our school schedules. I realize this was in process before the Covid Virus pandemic hit, hit but now it seems unrealistic. I hope that MPS reconsiders this as there is no way to keep buses safe especially for kids like my son whom are high risk. Even his bus, which was a smaller bus and had 5pt restraints, it would go to 2 different schools. My son would sit on the bus with scholars from another school. Often when he was picked up , older students from the other school would be out of their seats. Yelling accross the bus etc. Our bus drivers were amazing but even they could not get students to sit. My concern is that if a Mask mandate is issues which I believe it should. I do not believe students will wear one on the bus. Also having worked in so many MPS schools, some of our students don't even have the most basic of materials. How will they have a clean mask each day? How will they know how to properly have it on, who will enforce that they wear it the whole bus ride? Will buses provide them? Also, what about checking temperatures. It makes no sense for kids to get on the bus with a temperature and then already expose the bus driver and all the kids on the bus. Who will do this job? With the bus already on a tight schedule and now trying to squeeze 3 routes in each morning and each afternoon it seems like a impossible task. On top of this, the bus should be cleaned between routes. How will a driver have the time? Our son's bus for the last 3 years on average was 20 to 30 minutes late every day. Later if the driver was sick and it was a sub or if weather was not good.

School. My biggest concern is that schools will open physically. As a parent of a special needs student and a educator. We are first afraid schools won't be safe. The only real way they can be safe is to drastically cut student population, enforce social distancing and everyone wear masks. Once again, my son has special needs and he is not the only one. He is high risk. He also does have some sensory issues and respiratory issues. I do not even know if he will wear a mask all day or if it safe for him to do so. I am sure he is not the only scholar in this situation. I do hope you take into consideration the SPED community of students. The solution is that we have him do virtual learning this year. Which is actually the safest for him. It is impossible however as I am the breadwinner and a educator. With all the proposed scenarios for school reopening I see nothing for High risk educators, or educators with high risk kids or family members or even just parent educators. I cannot have my son do virtual learning if I

am required to teach in person. Which I would prefer not to. It only takes one sick person to enter that school and we all will be sick. I cannot imagine how traumatic it will be for students when educator after educator falls sick. Luckily, students tend to not be a high risk group but teachers? janitors? office? bus drivers? We are! The only thing we have received in regards to this is a survey. There are educators whom want to go back into the classroom whom want to teach in person. Let them! Educators like myself with a high risk child. We should have the option to teach virtually. I also think about cost. If MPS decides to do one week on, one week off. Who will watch my son? He is high risk and special needs. He is nonverbal. I cannot just send him to any daycare or babysitter. Financially, it is impossible. If MPS does one week on, 2 weeks off. It is even worse. Not only can we not afford to send our child anywhere, it is almost impossible to find good safe care that takes sped kids and he will also be at risk. The number one worst thing is academics. He will not do work at a daycare or with some random babysitter. With me, he thrived during quarantine. Unfortunately, MPS did not offer any virtual platforms to support my son's IEP. For his speech or OT. He did receive a list of programs he can use and things he should be working on but apparently MPS does not do Zoom, or Microsoft teams etc. I went out and found resources for him. He received speech from UWM 2 times a week for the Spring. This summer he will continue this they used the platform Microsoft teams. Which we really like. It is interactive and hands on. We received OT from Concordia University and they used Zoom. Our son also was able to do Young Athletes which is the precursor to special Olympics using Zoom and a wonderful comprehensive literacy program through Gigis Playhouse they used Microsoft teams. I do hope your SPED teams take in consideration the wonderful outcomes that out weigh the negative ones when it comes to using online platforms especially for our special needs population. It does seem that many SPED parents are looking into the option of keeping their kids at home this year and the virtual options. This being said, they should not have to find outside resources for their students when their IEP is at their school and their OT,PT, Speech and SPED teachers are through their MPS school. Which is also being billed for this! Also, I did receive a bill for services which we did not receive. Unless emails and resources count as services. I will not dispute as this is and was a unprecedented time with the Covid Virus. I just wanted to bring up my concerns in regards to services and offer some suggestions.

Cleaning and maintaining the school. I do not even want to get into cleaning and maintaining the school. I realize that the school board and schools are working hard to find a solution to make schools safe. My biggest concern at this time is from my own point of view as a educator and a parent of a high risk SPED student. I realize that schools are safe places and many of our scholars are going through unimaginable situations at their own homes when they don't have their safe space that is school. Often educators see students then then get to be home. We do become a family. WE are the MPS family. However, schools cannot be proven safe. Which is what we are supposed to be. I propose that if educators whom are not high risk want to teach in person, let them. If educators whom are high risk or have high risk family members, let them teach virtually. While financially it cost more, in the long run you will not be forcing educators to choose between their school family/career and their lives and home family. If it comes down to a babysitting situation and modified schedule many, many educators will choose not to teach. Financially it won't be work it. Emotionally it won't be worth it either. Please take this into consideration. One suggestion is A and B classes. Have a educator whom prefers to teach virtually teach class A for a week. At the same time Class B is being taught by a in person educator whom chose to be there. Then the week after they switch. The virtual class is taught by the opposite educator virtually and the other class is taught in person. It can be done! This might take a little bit of creative scheduling but can be done. It also could be done by subject. Teacher A could teach science and math and the other eductor the next week teach the other subjects. This can be done. It can work. In my mom's groups and special needs groups we are scared. Educators are scared! Parents are scared. It only takes one educator or staff member or student to die or get seriously sick to create a traumatic experience that will never go away for anyone. I do not want to go back to teaching this year and have a close friend or staff member die or worse a student die or get seriously sick and regret that

we opened. That we killed that person! To live the rest of our lives with the experience of having no choice but to work and then something like that happens. This is an unprecedented time.

I realize that the MPS is taking all decisions seriously. Please please take in consideration the point of view from a parent and a educator as well as a SPED student. I do hope next year there are virtual options for educators so they can make sure their own kids are safe, and then be able to continue teaching and education future generations to come after this pandemic passes.

Thank you for your time and consideration. I realize my email is long but I am concerned for the upcoming school year.

Tami Zwicke

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## school reopening comments

Mary Krawczyk <mskrawczyk@sbcglobal.net>

Wed 7/8/2020 10:38 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Good morning,

I am a Special Education Teacher in a self-contained unit at Gaenslen School. I teach in a bridging unit (IG) with students in grades 1 and 2 who have a variety of special needs, including: autism, down syndrome, intellectual disabilities, and significant development delays. **The students I work with will be irreparably disadvantaged if they do not have at least some in person school for the next school year.** All the students in my classroom require one-to-one assistance to do any type of virtual learning. They are not capable of logging onto a computer or launching an app/program independently. Of the eleven students in my room last year, at most five can independently navigate an app/program once inside the app/program and even those five will frequently “get lost” when on a Chromebook.

During the spring school closure, I made sure that my students had access to Chromebooks, even checking them out for parents and delivering them to their homes. I also worked with assistive technology to get the Chromebooks badged, so that parents would not have to go through the log in process. I printed and laminated their badges and delivered or mailed them to each student’s home. I created full color, fully illustrated step-by-step instructions for parents as to how to access Clever, Google Classroom, and other programs. I sent all instructions to parents electronically (email and ClassDojo) and dropped off or mailed hard copies. I communicated via ClassDojo, Google Classroom, and a classroom Facebook page every single school day. I called and texted the parents regularly.

### **Despite all this, the families did not access the online/virtual learning opportunities. Why?**

- 1) This is the main reason. Virtual learning is NOT appropriate for my students. They need one-to-one or small group support and **HANDS-ON** learning.
- 2) Their parents are working, so students are at daycare or in the care of a babysitter or older sibling most days and therefore do not have the needed support to do any learning activities (virtual or otherwise).

My students did not, during the school closure, receive any of the related services legally required by their IEPs, including Speech Therapy, Occupational Therapy, or Physical Therapy. If MPS goes fully virtual in the fall, and these services are again not provided (virtually at least), then not only will students be irreparably negatively impacted in their development, but also lawsuits will be a definite possibility.

Please see this article about what we can learn from daycares that stayed open for essential workers, in which – overall – there has not been transmission from children to adults. [What Parents Can Learn From Child Care Centers That Stayed Open During Lockdowns](#)



**What Parents Can Learn From Child Care Centers That Stayed Open During L...**

The Y, and New York City's Department of Education, have been caring for tens of thousands of children during th...

**If MPS goes virtual only in the fall, at the very least, please consider allowing teachers to have in-person appointments with families to help them get set up for virtual learning.**

I know this is a complicated issue. Thanks for reading my concerns.

Thanks,

Mary Krawczyk

Special Education Teacher

414-975-3760

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

Dear members of the Board and Superintendent Dr. Posley,

I write to you today, as a Special Education teacher of 8 years, with many concerns about schools reopening in the fall.

My first concern is over the cleaning process of the school buildings and actually ensuring that buildings, classrooms and teachers are equipped with the proper cleaning supplies and PPE needed to do our jobs. I teach Special Education grade 1-2 and let's face it, we can tell students to wear masks/face shields, but it's going to be an extremely difficult task. Students will play with them, put them in their mouth, take them off and continue the spread of germs. Do we have enough supplies to actually disinfect and clean to prevent the spread? I have always used my personal money through the years to supply my own cleaning supplies as I have never been supplied with them through the schools I've worked in when classrooms are merely swept once week. If I'm going to have to continue to supply my own supplies to ensure that my work areas are properly disinfected, which I have no problem doing, that will be extremely difficult as I still am unable to find adequate cleaning supplies for my own home. I pull groups on a daily basis to a small table that I have in the hallway. If I pull 10 groups to the same table, 10 times a day, that is at least 10 times that the table and chairs will need to be adequately wiped down to ensure germs are not spreading.

To continue, I teach Special Education, I have to be hands-on with my students. They have physical needs that require assistance with eating, moving around the classroom, using the bathroom, blowing their nose, writing, etc. I am unable to be 6ft from my students. Are you going to provide me and my students with the necessary PPE to keep us all safe? Being that close increases the risk of contracting COVID-19. Will we have masks and face shields provided to staff and students?

That brings me to my last concern. I have multiple underlying health conditions that put me at a high-risk for contracting COVID-19. My doctors have advised me to work virtually, if possible, when returning to

work in the fall as they are gravely concerned for my health. If contracted, COVID-19 would be very deadly for me. If it enters my lungs, I am high-risk for developing pneumonia and having lung complications. If COVID-19 enters my blood, I have a clotting condition that puts me at an extremely high level of developing a clot, risk losing limbs, and death. My doctors have never been more concerned for my health than they are right now with COVID-19 as there are so many unknowns about the virus. I love my students, my job, my co-workers, and have never wanted to work anywhere but MPS. I want to be back in person with my students. However, I am faced with the decision of risking my life to be in-person with students and staff as the risk grows higher every day the COVID-19 numbers continue to rise in our city and state. Having to choose my job and the risk of death over my life has caused an extreme amount of anxiety for me. I would also like to point out that you all continue to meet virtually for board meetings, so you all are aware of the risks involved with in-person meetings.

I strongly encourage you to have a plan that looks out for the health and well-being of your staff and students. We have constant vacant positions and a teacher shortage in the district. Are you willing to lose the dedicated staff that you have now? Who will cover the classrooms when staff become ill? We have a substitute shortage under normal conditions, add COVID-19 and we will be struggling even more to find teachers to cover classrooms. There is no easy solution, but I urge you to think of the staff that we have now who are dedicated to MPS and want to continue to educate our students in the safest conditions possible.

Sincerely,  
Sarah Lear

**FW: COVID-19 concerns**

Mann, Jacqueline M &lt;spatesjm@milwaukee.k12.wi.us&gt;

Wed 7/8/2020 4:53 PM

**To:** Governance <governance@milwaukee.k12.wi.us> 1 attachments (14 KB)

COVID letter.docx;

Please ensure that this is added to the written testimony received and included in the packet for the July 16, 2020 meeting.

---

**From:** Taylor, Sequanna**Sent:** Wednesday, July 8, 2020 4:15 PM**To:** Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>**Subject:** Fwd: COVID-19 concerns

----- Forwarded message -----

**From:** "Leair, Sarah" <[leairism@milwaukee.k12.wi.us](mailto:leairism@milwaukee.k12.wi.us)>**Date:** Jul 8, 2020 1:26 PM**Subject:** COVID-19 concerns**To:** "Posley, Keith P" <[posleykp@milwaukee.k12.wi.us](mailto:posleykp@milwaukee.k12.wi.us)>, "OHalloran, Megan" <[ohallomm@milwaukee.k12.wi.us](mailto:ohallomm@milwaukee.k12.wi.us)>, "Taylor, Sequanna" <[taylors@milwaukee.k12.wi.us](mailto:taylors@milwaukee.k12.wi.us)>, "Woodward, Annie" <[woodwaax@milwaukee.k12.wi.us](mailto:woodwaax@milwaukee.k12.wi.us)>, "Peterson, Robert E" <[petersre@milwaukee.k12.wi.us](mailto:petersre@milwaukee.k12.wi.us)>, "Phillips, Maria Paula" <[phillimd@milwaukee.k12.wi.us](mailto:phillimd@milwaukee.k12.wi.us)>, "Miller, Larry F" <[millerlf@milwaukee.k12.wi.us](mailto:millerlf@milwaukee.k12.wi.us)>, "Baez, Luis" <[baezla@milwaukee.k12.wi.us](mailto:baezla@milwaukee.k12.wi.us)>, "Gill Herndon, Marva" <[gillhemj@milwaukee.k12.wi.us](mailto:gillhemj@milwaukee.k12.wi.us)>, "Siemsen, Erika" <[siemsee@milwaukee.k12.wi.us](mailto:siemsee@milwaukee.k12.wi.us)>**Cc:** [mizialkoa@mtea.weac.org](mailto:mizialkoa@mtea.weac.org)

Hello! I have attached a letter with concerns that I have about the school re-opening process and my concerns with COVID-19.

Thank you.

Sarah Leair  
Special Education Teacher  
Bethune Academy

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Milwaukee friends with kids at different school options (private, charter, choice, parochial, etc), what are your school's plans for fall? Are any schools offering remote/virtual instruction where the kids still "go to class" at certain times? Like logon at 9 for math, 11 for science, etc? We are in MPS but I'm getting nervous they are not going to be able to organize and offer this option, which seems to me to be the best, safest way for our kids health, learning, and socialization. The "go at your own pace" online "enrichment" tutorials with little real live teachers did not work for us in spring. It was nice that teachers would offer to meet with kids once or twice a week online, but it was more like checking in on how they were doing and chatting about their lives. I love that you love my kid and want to see them, but if you're going to be live in an online meeting, I'd really prefer you actually teach them during that time. The tutorials kept our kids somewhat occupied but overall caused a lot of stress and did not contribute to their learning how I would want it. We're investigating other options as a backup plan, in case there is a disastrous attempt to send kids back full time, school then gets shut down shortly later because people get sick, MPS is caught without being prepared, it takes 2 months to get all kids fed and online with chrome books, and then everything is online with little to no teacher contact. So investigating if there are other options. Thanks!

## Non-MPS Options.

Jenni Hofschulte <jenni.hofschulte@gmail.com>

Thu 7/9/2020 8:41 AM

To: Governance <governance@milwaukee.k12.wi.us>; Posley, Keith P <posleykp@milwaukee.k12.wi.us>

 1 attachments (659 KB)

20200709\_083542.jpg;

**Caution External Source**

Hello Governance & Dr. Posley,

I am sharing this screen shot with you as it captures a lot of what I am hearing from parents across the district and find it prudent you see that parents ARE asking about other, non-MPS, options.

There is no perfect solution but there are things we can do to hold on to families.

Best,  
Jenni

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Katherine Bontempo  
900 E Linus St  
Milwaukee, Wi 53207

July 9, 2020

Dear MPS School Board,

I'm writing this letter to share my opinions about the schools reopening. I'm an MTEA member and Nationally Board Certified teacher at Hayes Bilingual. I've been with the district for ten years. I'm also a new MPS parent, as my oldest son will be starting K4 at Humboldt Park School in fall. I love teaching and have made it my life's work. I love being in the classroom and know that is the BEST place for a child to be during the school year. Except now. During a pandemic.

I urge the Board to commit to full virtual learning for MPS this fall. I feel very strongly that staff and students should be protected at all costs. I realize that many people will push for in person learning, and I know that in normal conditions in person learning is optimal, but we are not in normal conditions. If we open fully, I'll be breathing the same air as 30 other students for likely the entire day. My windows open a few inches and I'm thankful to have them in my classroom, but **many of my colleagues have no windows**. Will you be providing us N95 masks and face shields so we can safely teach our children? Many of my colleagues are near retirement age. I am pregnant. Some have pre-existing conditions. The threat is REAL. Believe me, we teachers WANT to be in the classroom. But we teachers want protection! We want N95 masks! We want 10 students only! We want reduced hours of in person time! **We want virtual learning until the virus is under control.**

I had a very successful spring with my students with virtual learning. I taught math, reading, and social studies through live lessons Monday- Friday. I proctored exams, we read and analyzed a novel, we did Dance Friday Nights with my paraprofessional, and formed an even stronger community than we had in the classroom. My students saw me smiling and relaxed everyday. If we go back to in person learning, my students will never see me smile. They will never see any adult smile (assuming all staff be required to wear masks). If we do 50% attendance or 25% alternating attendance we will have incredible challenges teaching a full year's worth of learning. **Virtually, I can teach a full year's worth of content and smile at my students every day.**

According to the Milwaukee County Covid Dashboard, as of today, the few blocks of neighborhood south of Hayes Bilingual has had a total 6,564 cases per 100k (see below). It's one of the highest hit areas in the city. Cases will only increase with in person learning. **I know of one death in our school community, and I don't want to hear about any more.**

Please urge the board to commit to full virtual learning for MPS this fall. If you vote for in person learning I invite you to my classroom this fall to sit and breathe in that air all day with me and my unborn child.

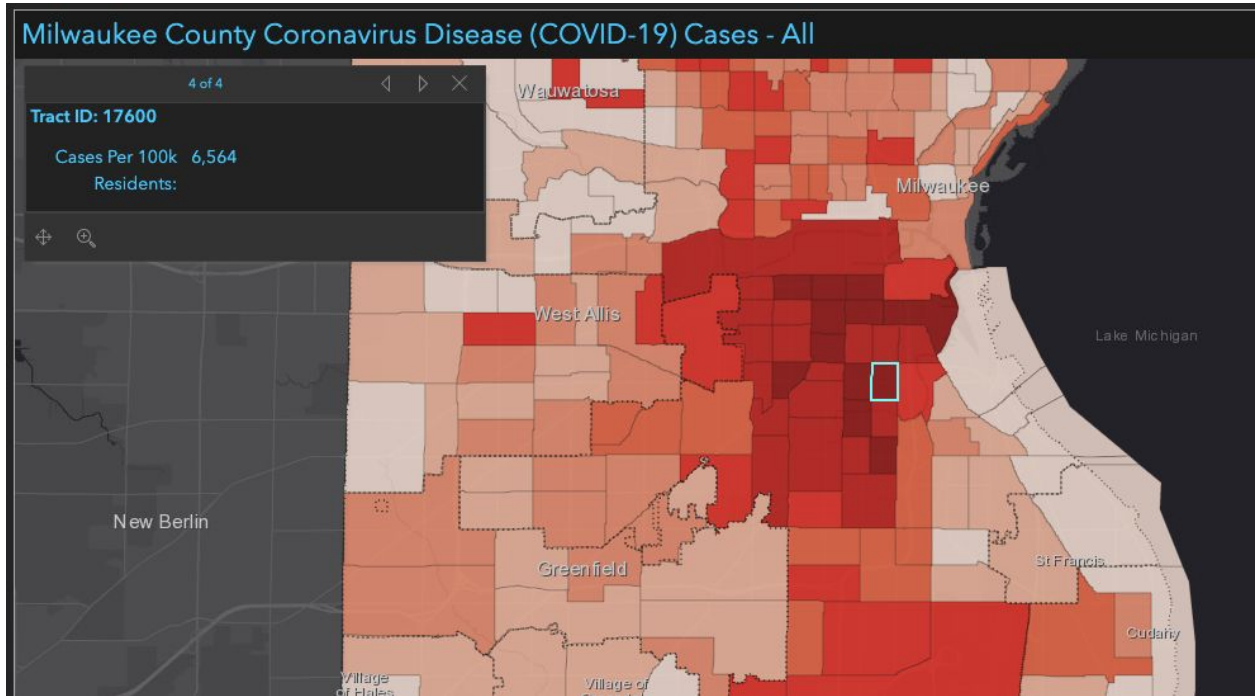
Please forward to all School Board members.

Sincerely,

Katherine Bontempo, NBCT

Source:

<https://mcoem.maps.arcgis.com/apps/opsdashboard/index.html#/018eedbe075046779b8062b5fe1055bf> (July 9, 2020)



## Submission of Written Testimony

Bontempo, Katherine <hayeskg@milwaukee.k12.wi.us>

Thu 7/9/2020 9:04 PM

To: Governance <governance@milwaukee.k12.wi.us>

 1 attachments (111 KB)

School Board Written Testimony 7\_9\_20.pdf;

Dear School Board,

Please see my attached written testimony.

Thank you,

Katy Bontempo, NBCT  
English as a New Language - Early/Middle Childhood  
4th grade- Hayes Bilingual  
Room 314

Currently Reading: *Where the Mountain Meets the Moon* by Grace Lin

**Fwd: letter with regard to upcoming school board meeting**

Mann, Jacqueline M &lt;spatesjm@milwaukee.k12.wi.us&gt;

Mon 7/13/2020 8:18 AM

**To:** Governance <governance@milwaukee.k12.wi.us>

Please add to testimony

Begin forwarded message:

**From:** "Taylor, Sequanna" <taylors@milwaukee.k12.wi.us>  
**Date:** July 12, 2020 at 11:51:59 PM CDT  
**To:** "Mann, Jacqueline M" <spatesjm@milwaukee.k12.wi.us>  
**Subject: FW: letter with regard to upcoming school board meeting**

Sent from my U.S.Cellular© Smartphone

----- Original message -----

From: Alison Peterson &lt;alison.peterson620@gmail.com&gt;

Date: 7/10/20 1:55 PM (GMT-06:00)

To: "OHalloran, Megan" <ohallomm@milwaukee.k12.wi.us>, "Taylor, Sequanna" <taylors@milwaukee.k12.wi.us>, "Woodward, Annie" <woodwaax@milwaukee.k12.wi.us>, "Peterson, Robert E" <petersre@milwaukee.k12.wi.us>, "Phillips, Maria Paula" <phillimd@milwaukee.k12.wi.us>, "Miller, Larry F" <millerlf@milwaukee.k12.wi.us>, "Baez, Luis" <baezla@milwaukee.k12.wi.us>, "Gill Herndon, Marva" <gillhemj@milwaukee.k12.wi.us>, "Siemsen, Erika" <siemsee@milwaukee.k12.wi.us>  
Cc: Amy Mizialko <MizialkoA@mtea.org>  
Subject: letter with regard to upcoming school board meeting

**Caution External Source**

Dear MPS School Board Members,

First off, I want to start by saying that I really love working for MPS and cannot picture myself working for any other district. This year will be my ninth working as a speech pathologist for Milwaukee Public Schools and I intend to spend my career here. I truly cherish the people I work with and am blessed to be part of the outstanding speech and language department. My favorite part of the job, of course, is the amazing students I get to work with each and every day. Additionally, I am

thankful for their phenomenal families who share their children with us as educators when they choose MPS.

At the school board meeting next Thursday, it needs to be decided that virtual schooling is the only safe option we have for students, families, and educators in the fall. Yesterday Wisconsin saw its highest number of positive cases to date. By forcing scholars and teachers into brick and mortar buildings, we will just be adding barrels of gasoline to the already out of control fire that is the spread of the coronavirus. The curve is drastically going up right now; the health and safety for all those involved is too much to risk... especially when there is another option; virtual schooling. Right now, we have a month before early start schools and a bit more than that for traditional start schools, we need to be proactive versus reactive. If students go back to school in buildings, people will get sick. Teachers may be required to be out for weeks due to illness or quarantining. Some people may even die. I'd rather have a plan of attack now as to how to provide the best possible virtual schooling for students versus be reactive when the countless problems do inevitably occur with reopening of buildings too quickly.

In spring, when the state closed schools, I was very proud of MPS for figuring out the food sites quickly to help support our families. Educational materials provided at these sites were also another great resource for scholars. However, it really took a long time for families to get chromebooks and additionally, for guidance to be given to staff members as to what to do specifically with regards to virtual learning. I know MPS has many outstanding educators who, without direction from the district during that time period, did things for students and their families because they care about them. We all missed our students and wanted to be doing something... but we didn't know what we were supposed to be doing to help. I mailed letters to all 45 of my speech students and included a self-addressed stamped envelope and piece of paper for them to write me back in addition to calling, texting, and/or emailing them to check in. So many MPS educators went above and beyond trying to connect with families during the state's lockdown... before virtual learning in MPS was set to occur. Teachers are good people and we always want the best for our students. Now, we need the school board to be good people and make the best decision for all of us.

Of course, I'm not saying that everyone is going to support this decision. Working parents whose jobs cannot be virtual right now are going to need to make accommodations and that's going to be challenging; I get that. However, schools shouldn't be forced to open because businesses basically need daycare for employees' families. The education system in general has been a huge band-aid for so many of society's problems for years. For example, school shootings, horrifically, have become a frequent occurrence in this country. They occur so often that we now have to have regular code red drills to pretty much educate children on what we are going to do if/when a gunman comes into the school building. In my eyes there is a much bigger problem at bay here, but of course we practice these codes nonetheless. Additionally, it's basically expected and assumed by society for teachers to purchase their own materials... that's just how it is. I don't see city grounds-crew at Home Depot purchasing their own shovels and flower seeds. I don't see city police officers at Dick's Sporting Goods purchasing their own bullets. But I

definitely see teachers at Target, on Amazon, and using donation websites like Fund for teachers to buy crayons, glue, pencils, snacks, extra uniforms, Clorox wipes, Kleenex, hand sanitizer, etc. for their students... and they all do it with smiles on their faces. Sending students and educators back now is just another band-aid to "help" society... but it's certainly not helping the health and safety of students and educators in MPS.

In my opinion, things reopened far too early for how the virus was spreading in this country. The curve was not flattened but Americans were bored and antsy... and politicians felt pressure. Local leaders looked to guidance at the national level and unfortunately that definitely wasn't and still isn't there. MPS teachers, students, and families are looking to Dr. Posely and the school board for guidance; I sure hope it's there.

Many bars and restaurants that have re-opened have recently had to close temporarily after a staff member tests positive for COVID-19. These businesses are being incredibly thorough and are respected by the community for taking the time to close their establishment, do deep cleaning, and give all other staff members ample time to be tested on their own. If I test positive for COVID-19, is MPS ready to close my school for multiple days so that it's 600 students and 85 staff members will have sufficient time to get tested? Is MPS going to assist families access these testing sites if they do not have their own transportation? If I do test positive, will I be able to receive workman's compensation for the time I am off work since I was placed into a hazardous work environment?

Some bars and restaurants, despite having the ability to reopen, have chosen to believe in science (saying we should persist with social distancing measures and not gathering) by continuing with carryout only procedures. Schools can do this too. We have the option to reopen... but I hope the district believes in science and will go forward with our "carryout measure" which is virtual learning. It's not going to be perfect and there's going to be some soggy french fries eaten along the way but it's definitely far safer than the alternative. Additionally, by starting off the year virtually, it will give all of us time to grow and perfect our recipes. Maybe at some point, the situation in this country with regards to the virus will change with a vaccine or social distancing/mask wearing efforts truly flattening the curve where we can return to our brick and mortar school buildings safely with students... but we are far from there. We will rejoice when we can safely return to our buildings to educate scholars in person; unfortunately, we don't know when that time may be. If we go back to school before things are safe, buildings are going to be forced to close again and we will be back at square one.

I know research says children are less likely to get COVID-19 and especially have it be as severe or significant as it may be for adults... but there are still cases.

Teachers come from various walks of life and for one reason or another may be more susceptible to getting COVID-19 because they have asthma, are pregnant, or have another pre-existing condition. The district often struggles to get enough teachers at the beginning of the school year as it is. I fear MPS will lose many phenomenal educators if they choose to reopen buildings because teachers will resign for the health and safety of themselves and their families. If a teacher stays and does get sick, are we going to be able to get subs? In my school building,



without a pandemic occurring, we struggle to get substitute teachers and classes are often split with the students being placed into other classrooms around the building. We certainly won't be practicing social distancing then when we are adding more bodies into the already full classrooms. What happens if and when a staff member, or student, or a student's family member dies as a result of COVID-19 from the reopening of school buildings? Will there be sufficient psychologists, social workers, and counselors available for grief counseling for all involved? Is the district okay with the numerous lawsuits that will surely occur as a result?

I keep hearing things about schools reopening across the country to include things like "the school buildings can be cleaned thoroughly and sufficiently," "we can keep children/educators at a safe social distance," "people can wear masks," etc. and I definitely have my reservations about those comments. I got hired to work ESY (Extended School Year) in March; an email went out about my school placement in early June to be MACL. As someone who has been to MACL previously, I was immediately surprised by the sheer number of individuals on the email who were assigned to MACL because it seemed obvious to me that we couldn't all have our own space in that building. The first day of training for ESY that realization became obvious to others as we had way too many people in the school building. Previously, the district had sent out a survey asking if we were comfortable sharing a room with another individual when working ESY or if we'd prefer our own room for safety and distancing measures. I completed the survey saying I would like my own room. On the second day of ESY, when I arrived at my new school placement for ESY, WCLL, I was assigned to a room shared with another person. The individual I was sharing with had also filled out the district survey to say she wanted her own room because she has an autoimmune disorder which could make her a person who is more susceptible to getting COVID-19. Finally, on the first day working virtually with students (my third day working ESY), I had a room to myself at WCLL. It's worth noting that it did take until 11:30 am on that third day for there to be actual paper towels and filled soap dispensers in the bathroom instead of those disgustingly unsanitary reusable towels that should be banned from MPS entirely forever. Based on this little glimpse, you can see my apprehension about "we can keep people socially distanced" and "buildings will be thoroughly cleaned." And THIS situation is without students in the school building. Right now, working ESY, everyone has been doing a really good job wearing masks when walking in hallways and going to the bathroom as well as keeping their distance from each other. We are professionals and adults; we can do it. My building for ESY has air conditioning which makes it more comfortable for wearing a mask during my time there too. Adding scholars to the equation in buildings is something totally different. Our classrooms during the school year often have 25 plus individuals in a room; how can we possibly keep students socially distanced? A mask mandate is likely coming to the city of Milwaukee next week which will include masks to be worn in indoor spaces and for individuals as young as 3 years old to be required to wear them. In general, I am all for the mask mandate and feel it's something that should have happened long ago... but it brings up so many questions. What if students don't have a mask when they come to school? What happens when they lose their mask? Who is paying to supply replacement masks? Many traditional start schools don't have AC so it'll be much

hotter wearing masks indoors. Children will be taking their masks off. Younger children have rest time at school, are they required to wear their masks then? What happens if a parent comes into school without a mask? There are countless questions.

I am going to say it again because it's so important but MPS needs to be proactive and not reactive right now. We have a month to get creative with how we can even better support students virtually. MPS could put together email lists or google docs for K5 teachers in the northwest region, 6th grade teachers in the central region, comprehensive unit high school teachers, etc. so those individuals have a way to connect, collaborate, and share ideas with one another with regards to virtual learning tools. MPS can better train paras and HCAs how to use Googlemeet and how to explain using it/setting it up to families. I know socialization of students is a concern; MPS could provide resources to families as to how to set-up their own Googlemeets with other students in their child's class so they could have virtual play dates. Children can adapt and are flexible; I am sure they would love to have play-dates building blocks with a peer even if it's just through seeing them on the computer screen. MPS could create research groups of educators of various backgrounds (teachers, special educators, social workers, etc.) to investigate other online platforms that may be critical for the district to invest in to better help educate students virtually. I will be first to admit that virtual schooling is far from perfect and is especially hard for families and educators for a variety of factors. Right now, in working at ESY, many of my students have significant cognitive disabilities and are non-verbal; many of them also have incredibly short attention spans (I'm talking 30-seconds or less) and trying to provide meaningful speech therapy services on Googlemeet is incredibly challenging. I am currently doing a free 30-day trial of a therapy service called Theraplatform which appears to be an excellent resource for therapists. Using the next month to find, trial, and explore these resources would be wonderful so we can provide the best possible virtual education for all MPS students in fall.

Furthermore, I think the district needs to be flexible with where educators are working. Many people who are teachers in MPS also have their own children in MPS. As a result, in addition to educating the students in their personal classes, they will be assisting with the education of their own children. Teachers are really great at juggling multiple things and multi-tasking so I know they will take this challenge in stride... but they need to have the option to work remotely. Some people may like or need the consistency and structure of going into the school building every day and if that works best for them, and as long as masks are worn and social distancing measures are in place, that should be an option too. Others, myself included, would prefer a hybrid model of the two. I would like the flexibility to work from home but have the option to go to school sometimes to get materials and/or print things for my students. In spring, as I did not have a working printer at home or the ability to access a printer in my school building, I handmade multiple speech and language worksheets and articulation cards to mail to families that requested them. For some students, and often especially those with disabilities, the virtual learning platform may not be the best for them. Special educators are amazing at making accommodations and adaptations for their students but I think

that's just another piece to the puzzle as to why flexibility for where teachers work needs to be taken into consideration. This is also why it would be beneficial for more collaboration across the district for teachers in similar fields/programs to occur so they can gain ideas from one another. Maybe teachers are able to go into their buildings once a week to set-up appointments with families where they can safely pick up worksheets, books, and/or manipulatives? During the state shutdown, I know many gym facilities loaned out weights and other exercise equipment to their members, why can't schools loan out other materials to families if their use is going to further support and promote learning? As a speech pathologist, I would love the ability to print and copy materials such as WH question worksheets to be paired with books, compare/contrast diagrams for students to complete, and articulation cards for scholars to practice at home with their families. If it's possible to set-up safe appointments where families could pick-up materials from school, that would be great... or else these things could also be sent in the mail.

Additionally, if accountability of staff members is a concern for the district for working remotely, I understand that too. Right now, for ESY, we are required to sign-in/out daily on a website; this platform could also be continued during the school year. If administrators are concerned about specific individuals, they could request daily records be emailed to them as to what that staff member worked on during the school day to support student learning. Of course educators should be documenting all family contacts in the PLP logs on Infinite Campus and administrators can also be checking to see those attempts as well.

As a concerned human and educator, something that has stressed me greatly these past few months is thinking about child abuse and neglect that may be going on right now unreported. I am confident that prior to the first week of school, we will continue to have district-mandated professional development and during this time period we are often educated about child abuse and neglect. Now, more than ever, I feel that this piece and training is incredibly critical. I don't have the solution to this problem but do know that teachers and other MPS staff members need to be educated as to what to do and how to look for incidences of child abuse and neglect during these strange and unusual circumstances. Additionally, these professional development opportunities leading up to school starting need to be focused on resources to use and share with families to assist them with regards to virtual learning.

I apologize for the ramble-ness of this email. This entire situation has definitely caused me to lose sleep.

In closing, I am begging that you choose virtual school as the best possible option for MPS in fall. Please be proactive and not reactive. Please take time to make an informed decision. Please use science to guide your decisions and not politics. Please consider the health and safety for the educators, students, and families who all want to continue being MPS proud.

Thank you for time in reading this letter and for all that you do,  
Alison Peterson

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

## Reopening plan for MPS

Gina D <ginadacq@gmail.com>

Fri 7/10/2020 12:10 PM

To: Miller, Larry F <millerlf@milwaukee.k12.wi.us>; OHalloran, Megan <ohallomm@milwaukee.k12.wi.us>; Baez, Luis <baezla@milwaukee.k12.wi.us>; Gill Herndon, Marva <gillhemj@milwaukee.k12.wi.us>; Governance <governance@milwaukee.k12.wi.us>; Peterson, Robert E <petersre@milwaukee.k12.wi.us>; Phillips, Maria Paula <phillimd@milwaukee.k12.wi.us>; Siemsen, Erika <siemsee@milwaukee.k12.wi.us>; Taylor, Sequanna <taylors@milwaukee.k12.wi.us>; Woodward, Annie <woodwaax@milwaukee.k12.wi.us>

 1 attachments (17 KB)

letter to board 7.10.20-1.docx;

### Caution External Source

July 10, 2020

Dear Directors,

I am writing to you today in light of new information that has come out of the WHO and new reports of Covid-19 cases in childcare settings. This news belongs in the conversation about *safely* reopening schools.

On Thursday, the World Health Organization put out new information regarding the spread of Covid-19. At the urging of over 200 scientists, the WHO acknowledged the aerosol spread of Coronavirus creating a dangerous situation for people who spend long periods of time together in indoor spaces.<sup>1</sup> Scientists have been recommending ventilation of indoor spaces at the rate of 5 exchanges per hour. I don't know if facilities records exchange rates, but I know that my classroom doesn't have forced air heating (or cooling), though I have windows that open, which I hear is not always a given in our district.

This week also brought news of a Kindercare in West Allis that closed because of a Covid case<sup>2</sup> being identified and summer camps that closed because of Covid cases<sup>3</sup>. The assumption that children aren't likely to contract or spread Covid -19 is not reality. These smaller groups of children gathering together amid this pandemic serve as an example of what can happen. In our larger community, how can we believe it will be different?

**How can we honestly say that we are keeping them safe when we are inviting them into a situation that is beyond our control, with deadly consequences?**

Vote on Thursday, July 16, to **stay safe and learn at home**.

Thank you for your time and your service to our schools.

Sincerely,

Gina DacQuisto  
Teacher since 2012 at Maryland Avenue Montessori

<sup>1</sup> <https://www.who.int/news-room/q-a-detail/q-a-how-is-covid-19-transmitted>

<sup>2</sup> <https://www.tmj4.com/news/coronavirus/west-allis-kindercare-closed-after-positive-covid-19-cases>

<sup>3</sup> <https://www.cnn.com/2020/07/08/us/missouri-arkansas-summer-camp-covid-19-trnd/index.html>

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## FW: MPS Reopening- Alternative High School Perspective

Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>

Fri 7/10/2020 2:51 PM

To: Governance <governance@milwaukee.k12.wi.us>

Please add to the testimony.

---

**From:** Taylor, Sequanna

**Sent:** Friday, July 10, 2020 12:59 PM

**To:** Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>

**Subject:** Fwd: MPS Reopening- Alternative High School Perspective

----- Forwarded message -----

From: "Verrier, Hannah" <verriehm@milwaukee.k12.wi.us>

Date: Jul 10, 2020 12:06 PM

Subject: MPS Reopening- Alternative High School Perspective

To: "Taylor, Sequanna" <taylors@milwaukee.k12.wi.us>

Cc:

Good morning Director Taylor,

My name is Hannah and I am a social worker at Project STAY High School. This is my first year in the district, and I have learned so much from my students. There have been many challenges throughout the year, and unfortunately my students were negatively impacted. From having unrealistic expectations and requirements for graduation to not having proper communication from the district, my students have suffered the past few months, and I wanted to share my perspective on opening in the fall.

First of all, this is not an easy decision or it would have been made already. I cannot speak for other schools, but I am advocating on behalf of my small alternative high school.

The last time I saw my students was in March and being at an alternative school there is trauma layered upon trauma. When we closed, I lost all communication with my students. There were students who just found out they were pregnant, some facing housing difficulties, and others dealing with domestic violence. Fortunately, I had a lot of my students cell phone numbers, but a phone call or text message is not the same as talking to my students in person. Students were asking everyday when we would be back in school. Students who never came to school before were asking when they could come back. I think it is easy to underestimate the importance of in-person instruction and interaction. Humans are built to strive on human relationships, and the only way to continue building relationships with students and families is to be able to see them in person.

Project STAY would be able to safely social distance within the building due to the small amount of students we have. We have a small and supportive staff that would be able to make sure everyone in the building is safe at all times. I think there is a huge accountability issue with the buildings being cleaned by other staff members. It is obvious that rooms and offices have not been cleaned during this time. (Most of the time I can barely get my trashed taken out). However, I am willing to take responsibility for my office and clean it every day. I think it is important to have personal ownership on how we can stay safe in schools.

Our students do not have a school bus. They have to take the city bus which is not running to its full extent. I am concerned how ALL of my students will get to school if their bus routes are not running. Transportation has always been an issue with my building, and I don't know what the solution is but the city bus will be a roadblock.

If we go to virtual learning, I don't think my students will succeed. They all do well with in person and individualized instruction. The virtual experience did not go well, and students were unable to do most of the work because they did not have help. I created a Google Classroom and I had the majority of my students on there. It worked well for me because I could communicate with a large group of students all at once. I will continue to do this whether we go back or not, but I can only do so much from a computer. The biggest questions my students had were "when are we going back?" and "how am I supposed to do my assignments without help?" In order to go virtual, the district NEEDS a specific plan on how that will work. Google Classroom is not a strong enough platform to teach entirely virtual. MPS would need a platform like Blackboard, D2L, or Canvas in order to make learning truly virtual that could benefit everyone.

If we go virtual, I believe that staff should be required to go into their buildings. This is probably an unpopular opinion, but I don't see any reason why staff cannot sit in their classrooms alone and teach during the day if there are not students. This could help with communication with everyone in the building and staff would be able to record themselves teaching live, and students could watch. There is more accountability for staff when they are in the building. There have been so many technological issues, and if staff were in the building then they could get their questions answered easily.

Overall, I believe my students need to be in person at some extent. There is too much trauma in our community and in our students, and to say we can do them justice virtually is just not true. As a school social worker, I feel that I need to have some in person communication with my students. It does not have to be every day, but students need a place where they can feel safe and comfortable during the day. The effects of trauma are just as detrimental as the affects of COVID-19, and I don't think this should be overlooked. I understand this can be a matter of life or death, but so can trauma. We don't know if students have COVID-19, but we know that students have trauma, and there is something we can do about it.

Thank you for your time.

**Hannah Verrier, MSW, APSW**

School Social Worker

Project S.T.A.Y. High School

Office: 414-298-9300

Direct: 414-298-9363

Cell: 414-301-2976

Fax: 414-298-9315

Pronouns: she, her, hers



## Concern regarding school openings

Jennifer Parr <icalledthewind@gmail.com>

Fri 7/10/2020 7:26 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hi,

There have been a lot of concerns tossed about, regarding the openings of school. One that has not been mentioned, and one I hope the board and district take into account, is student illness.

We keep talking about teacher and staff sickness, higher risk peoples contracting COVID19, finding substitutes, and teachers being quarantined. We haven't mentioned, at all, the risk of a student developing and dying from PIMS after contracting COVID19.

Yes, COVID19 is mild in most children and most kids don't have any difficulties with it. However, some children develop Pediatric Inflammatory Multisystem Syndrome, which is severe and sometimes deadly. The child's immune system hyper-responds, irritating arteries and other systems, and causes a coronary aneurysm.

New York reports over 157 cases, New Jersey 16, Los Angeles County 4. More cases are being identified everywhere, and over 20 other states have reported PIMS cases so far.

Those aren't high numbers. Maybe some people think the lives of a couple kids are negligible when it comes to the necessity of opening schools.

But the severity of the illness and the risk of death, in even one kid, is not worth it.

Thank you,

Jennifer

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## Upcoming Decision

Schutz, Joseph <schutzja@milwaukee.k12.wi.us>

Fri 7/10/2020 12:50 PM

To: Governance <governance@milwaukee.k12.wi.us>

My name is Joseph Schutz and I am an educator at Bay View High School.

A few thoughts;

Virtual learning last year was hard in my opinion for 2 reasons.

1. We started with about a month left in school, the teachers were not prepared and change is initially hard.
2. There was nothing holding the students accountable to the learning. No grades were attached and most knew it, so getting a google meet was impossible when students emailed me and said "I'm not doing anything if it doesn't help my grade"

We can do some virtual learning but it needs to be supplemented with conferences both virtual and in person to set this up.

In terms of younger scholars they would have a much more difficult time returning to virtual learning and it would crush parents who cannot stay home with their children. I have 2 young elementary aged children. I have no faith that a mass exposure will happen if we return as normal. What makes sense is lowering the class sizes by spreading them across all the schools as high school is doing virtual learning with conferences.

In closing I am very disappointed it has taken so long to make any choice, as a teacher I have no idea how to lesson plan since I don't know what format I will be teaching. Parents have no clue how to do daycare issues. And there will be hundreds of problems that come from any choice you make that will need to get figured out. A decision needs to be made so we can prepare, there is no perfect solution, there will be major issues that aren't even being discussed yet and it scares me. Please just make a decision.

Joseph Schutz  
Health Education Teacher  
Bay View High School

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## MPS reopening plan

Lauren Jagiel <ljagiel@gmail.com>

Fri 7/10/2020 4:33 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Hello,

My name is Lauren Jagemann and I'm a high school teacher at Golda Meir school. I wanted to give my experience and opinions regarding virtual learning in the spring and this fall reopening.

This spring, students nor staff were ready for virtual learning. The "plan" finally put out but the district was minimal, and students who knew it was pass fail and who had a passing grade as of T3 stopped participating. Of course "virtual learning" was "difficult" for teachers- there were no guidelines or expectations for students (or staff for the most part to operate from, especially with any consistency). Of course students didn't like it because it was poorly set up and not consistent. No one was prepared.

Fast forward to the fall. I do not feel comfortable attending while we have a city with such high rates of infection and very very few safety measures in the state (restaurants and bars are open, masks aren't required, very little social distancing). If we have a plan NOW to be virtual, teachers have time to plan and collaborate to create meaningful lessons and structure virtually. It could be well-done because there would be guidelines, expectations, and time to do it right.

I am home wanting to plan for the school year but I have no idea what I'm planning for. Give us a plan so we can do our jobs.

But, allow us to all do our jobs safely, and to keep our students and our own families safe. If we go back to school many teachers, including myself, may look to take a leave of absence. This is not a forever shift in education, this is hopefully for a few months or a year. We need to be committed to safety and committed to having a real plan. Don't let the superintendent fool you with what he says is happening. Listen to teachers. We want to educate the children of Milwaukee, but we want to do so safely until we can be together again.

Lauren Jagemann

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## Safety precautions for SLPs

Lindsey Goding <lgoding1@gmail.com>

Fri 7/10/2020 1:26 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Please forward to all board members.

Members of the School Board,

I am a speech-language pathologist with Milwaukee Public Schools. We are faced with such a difficult decision about school reopening, and there is no easy solution.

I am concerned about MPS's ability to maintain a physically healthy and safe environment for teachers and staff to return to this fall. I am currently working Extended School Year this summer, providing teletherapy to students virtually. I showed up last week to provide services in a classroom that had clearly not been cleaned. Hand sanitizer and clorox wipes were not provided to each room, but were available on each floor, through a set of doors. We had three people sharing a room and one telephone.

If we open our doors to students, will the classrooms be cleaned? Will hand sanitizer be provided to every room? Will speech pathologists be provided with protective masks with a clear window for my mouth so the student can see the way he's supposed to form a sound? Will we get face shields? Will I get a plexiglass shield to place on a table between me and a student who is practicing the "S" sound, to make sure I don't get a faceful of saliva when he gets too enthusiastic? How will we mitigate the spread when service providers take groups of students from different rooms for therapy? Some of us are literally working in former janitorial closets (true story). How will we maintain appropriate distance in such a small space?

This week, I have been providing therapy virtually (teletherapy), and it has been working for many students. I am more comfortable in person as that is how I know to do my job best, but we are making it work and I am learning every day. I was approved to work remotely, and I have been able to be more effective from home with the resources I have here than from the empty classroom I was assigned to.

I fear that if we return in person, inevitably children and staff will fall ill and we will end up needing to close. This will place us in a position of taking reactive rather than proactive measures in regards to virtual learning. If we start now, we can make sure that all students are provided with the appropriate technology prior to school starting, so they are ready to go when school starts. Teachers and support staff can be provided appropriate professional development in order to learn how best to serve their students virtually. We must be realistic and we must keep our students and staff safe.

Thank you for your consideration.

Lindsey Goding, M.S. CCC-SLP

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## School year 2020/21

Lorinda Walters Flores <lorindaflores@hotmail.com>

Fri 7/10/2020 12:03 PM

To: Governance <governance@milwaukee.k12.wi.us>; Amy Mizialko <mizialkoa@mtea.weac.org>; OHalloran, Megan <ohallomm@milwaukee.k12.wi.us>

|                                       |
|---------------------------------------|
| <p><b>Caution External Source</b></p> |
|---------------------------------------|

Hi,

I am Lorinda Flores, proud MPS parent of three amazing and successful teenage girls, and a proud MPS teacher at Fernwood Montessori.

I am grateful for the administration's desire for parent and staff feedback on what people want in the fall. But I'm hopeful that what the feedback provides you with is not only empathy, but tools on how best to communicate with parents and staff about their concerns. I suspect the number one concern is safety, and the second one is that their children need their teachers and classmates.

It is now your job to take that information and come up with a plan that keeps us all safe while in a pandemic. I hope that you remember that in the spring, we shut down to keep us all safe. We should not consider putting groups together indoors, today, in the fall, during a pandemic. I'm sure you are aware that Wisconsin has the fastest covid19 spread in the USA right now. Didn't know this? Check out the link. Google search this if you prefer not to open the link:

[https://urbanmilwaukee.com/2020/07/07/wisconsin-has-fastest-covid-19-spread-in-u-s/?fbclid=IwAR1Mq8jEhUexJDOg3fQle-7bc3TH2MI8iWbLwqPHRdbHyL\\_nGbBRgtSefw8](https://urbanmilwaukee.com/2020/07/07/wisconsin-has-fastest-covid-19-spread-in-u-s/?fbclid=IwAR1Mq8jEhUexJDOg3fQle-7bc3TH2MI8iWbLwqPHRdbHyL_nGbBRgtSefw8)

In Arizona, three teachers shared a classroom together for virtual summer school. They wore masks. Kept 6' apart. Sanitized everything. All three got Covid19, and one died. This story took my breath away. I don't want to die. I don't want my colleagues to die. I don't want my students to die. Or my daughters. No one. Not even one. "We're going to lose a lot of teachers if they bring the kids back again," he [the superintendent in their district] said. Google search this if you prefer not to open the link:

<https://www.usatoday.com/story/news/education/2020/07/09/covid-19-school-reopenings-arizona-teachers/5411122002/?fbclid=IwARonf7QRv-cV-IWgmc1w8-ohnhinMS8NmXmsy5wT-XGP6BgBxlkXgVzLSXQ>

Nashville school district is going 100% virtual in the fall. To be safe. To keep the children and the teacher's safe. Again, please google search this if you prefer not to open the link:

<https://www.msn.com/en-us/news/us/nashville-schools-to-start-academic-year-remotely-for-all-students-as-coronavirus-cases-mount/ar-BB16x3bi?fbclid=IwAR238bmorXUuj7tUdoNd-5kN3W05PU6bYGonMq-GZzRPHT3vABTIOgtyMMs>

Let us MPS teachers work together for a plan on how to virtually teach our students. We know them personally! We know which ones struggle, and we can come up with a way to make sure no one falls through the cracks. Trust us, please.

I have a few more questions.... If we get Covid19 from a student or coworker, do we get workmen's comp? If we die, can our next of kin sue for wrongful death? Do we shut down a school if even one person tests positive? Several schools if that person has other family members at other schools?? I'd like to throw in that I won't be able to visit my elderly parents anytime soon, if we go back in the fall (my mother has a terminal illness). I won't be able to attend her funeral. I cannot risk visiting just in case I'm a carrier.

Covid19 is invisible - we don't know where it is or who has it. Temperature checking is useless. As is hand sanitizer. Please keep us safe during a pandemic.

Thanks for listening.  
Respectfully,  
Lorinda Walters Flores  
*Fernwood Montessori*

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## Fall on-line learning

Mehn, Melody S <mehnms@milwaukee.k12.wi.us>

Fri 7/10/2020 2:28 PM

To: Governance <governance@milwaukee.k12.wi.us>

I am both a 25 year MPS veteran teacher and a parent of an MPS 8th grader.

Please, please continue to do virtual learning this fall when school starts!!!! I have taught in MPS approximately 25 years and due to experience I AM CERTAIN that we do not have the resources nor the ability to safely have our students come back to school. First, keeping the school under regular working conditions was a nightmare. I am not exaggerating. Floors, bathrooms, not to mention the rest of the school, were not cleaned properly daily, weekly, hardly ever. Even after breaks, we came back to dirty rooms and full garbages. Yes, these conditions were constantly reported with little or no action to change the conditions. Also, getting students to follow mask, hand washing and other social distancing precautions will be a nightmare. Behavioral issues have been a problem for a long time now. I do not see kids just going along with the new protocols, nor, MPS being able to back the new COVID rules with any clout. Have you thought what you are going to do with students that refuse to follow the new mandates?

Wisconsin has one of the highest rates of Covid and Milwaukee leading the charge. Our buildings are over packed with students making it necessary for class sizes often times being upwards of 40 students. To fit in a class, we have tables with 4-6 students sitting at then less than a foot apart and the tables not even far enough for a person to comfortably walk between. Most of our classrooms barely fit the 30-40 or more students we pack into them. How are we going to keep attendance desks safely apart? Many students do not have the materials they need, hence it is necessary to share. Likewise, we do not have enough books in many cases for all students to have their own. This is not to mention the problems with bussing our students safely to school. I am sure you can see your own massive issues with bussing.

In a best case scenario, trying to open schools would be a risky endeavor and we at MPS are far from best case.

Lastly, what are you going to do when hour teachers start getting sick? Where are you going to get enough substitutes seeing as though teachers have ALWAYS had to cover classes due to our schools not being able to get enough substitutes to cover all the teachers out sick. In addition, many teachers are in the high risk category for contracting Covid.

Please do not put our students nor our teachers in harms way when we have a viable solution in virtual learning. Keep students AND TEACHERS home until there is a way to safely return to school.

Thank you for your consideration.

**Melody Mehn**  
**Teacher and MPS parent**  
**Riverside University High School**



**414-906-4951**

**FW: Concerned Teacher & Covid-19**

Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>

Fri 7/10/2020 2:51 PM

To: Governance <governance@milwaukee.k12.wi.us>

Please add to the testimony.

---

**From:** Taylor, Sequanna

**Sent:** Friday, July 10, 2020 1:01 PM

**To:** Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>

**Subject:** Fwd: Concerned Teacher & Covid-19

----- Forwarded message -----

From: Raymond Duncan <[raymond.duncan@gmail.com](mailto:raymond.duncan@gmail.com)>

Date: Jul 9, 2020 10:10 PM

Subject: Concerned Teacher & Covid-19

To:

Cc:

|                                |
|--------------------------------|
| <b>Caution External Source</b> |
|--------------------------------|

Dear School Board Member,

I remember the first day when we went to Online learning on 3/13/2020. It occurred after school and I immediately started getting phone calls from teachers and parents. I reassured them that this is new to everyone and how we will get through this together.

Since then I have mailed work home to students with return envelopes, ran Google classroom, had many Zoom meetings with parents, students, teachers, administrators and candidates applying for teacher positions for my school at Milwaukee Marshall.

I became the recipient from my school for being the Teacher of the Year from the Metropolitan Milwaukee Alliance of Black School Educators.

I worked with my school to hire staff for next year, complete student schedules, programming, and room assignments.

I mailed additional work for my students to do over the summer.

I keep looking at COVID-19 cases in Milwaukee and the State of Wisconsin that keep going up, rates and deaths increasing.

For our schools to open, testing and contact tracing have to be working quickly and in place to isolate and contain the infection. This is not happening in the United States. Results take many days, and by then the invention can easily spread to other people.

If schools were to reopen, we would have to find out right away, within the same day if someone is sick, and immediately contact trace everyone that they came into contact with to make sure they immediately stayed home for 14 days and until they came back with a negative result. Again, this is not happening.

I have listened to several parents who told me they are not sending their kids to school. As a teacher of students with moderate and severe cognitive disabilities, we work with our families to set up a safety net

for the student because their parent or guardian will not live forever. I had several conversations with parents who are worried about their own health. During the pandemic, they have limited their child's contact with others and one parent has had her child stay with a grandparent at another home, because child care was necessary and the parent avoids contact with the grandparent as she goes to and from her job outside of her home.

In the end this is not the ideal situation for education. Nevertheless, we can prevent the loss of life for parents, students, and staff. When we have a snowstorm, we cancel school. Today we are at a whole new level of risk. I know as a district, we can move forward with Online education and other distance learning measures as we pressure the government to step up their efforts to help us move beyond this pandemic. We may have to live with COVID-19 for a while, but data at this time does not even show we are on the other side of the curve.

Sincerely,

Raymond Duncan  
1260 N 43 ST  
Milwaukee, WI 53208  
(414) 294-3828

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**(No subject)**

Sanne Laursen <sannelaursen@hotmail.com>

Fri 7/10/2020 8:41 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Dear Governance

My husband and I are very worried about school start in the Fall. We are very uncomfortable and scared sending our kids back to school. There are so many Covid-19 new cases each day and they are rising. How can it be safe to send our kids to school w those high numbers (over 800 today) and they are going to be even higher if nothing drastic is being done soon to stop the rising cases. There should be weeks with no new cases before sending the kid back to school. We can't put the kids and teachers in risk like this, just to get the kids back to school. Teaching the kids virtual w direct teacher contact should be the priority until it's safe to go back to school. I'm not ready to risk my kids and our life, just so we can say we opened the schools.

How can you make sure our kids and teachers are safe even in a class room w 15 kids? Most class rooms are not even big enough to make sure each kid has at least 6 feet between the next kid. There's no new air circulation in the class room, how many times does a kid not sneeze or cough all over the place. It will take so many resources to clean everything in the class room, making sure all things the kids touch are sanitized. You can't ask a child to do it properly enough. There are not enough books or work material for every child so they share. How much time would it take out of the instruction day to clean stuff?. It would require an extra person in each room sanitizing all day long.

How will the children get in and out of the school every day safely and w social distancing?? It will takes hours to make sure very child is having their temperature checked before the work into the school.

The kids would need to wash hands so many times during the day and even with that you can not be sure they don't infect each other or the teacher. It will take a lot of time away from the instruction time. Are there sinks enough in every class room to wash their hands?

In my kids school, the kids coats, bags and so on are hung next to one another on hooks. So close their stuff touches the kids clothes next to. That needs to be addressed as well.

My kids are in a Montessori school , so they don't sit at the same table during the day. There are not enough tables for every one. They will work on the floor and together in groups. That will be out of the question this Fall , they need their designated table and chair. They can't work in groups because then they will get too close to each other. The teacher will normally work with 5-7 kids close by to teach a new subject or work. That can't be done either in risk of infecting the teacher of the other kids.

The busses are another big problem. How can they be transported safely to and from school. If every bus have to have max 15 kids or so on each bus, it will take forever to get the kids to school. There won't be enough busses and how have the time to clean the busses in between? How early would the kids need to get up t get all the kids to school in time, 5 am??

You got to think about the teachers as well. They needs to be safe , they have families at home w kids also. Some teachers are older and they would be in a bigger risk teaching in the school in person.

In Denmark, where I'm from, they started school just before the school year ended and they did okay but

the Covid numbers were not at all as high as here in Milwaukee. They had much more control over the situation w only 30-40 new Covid-19 cases per day before they started putting some of the kids back to school. They have so much more resources and money than schools over here. They have bigger class rooms , newer schools. You can't say when they can do it safely in Denmark, we can do it too. You can not make the school safe for kids and teachers if you don't have the resources for it.

School shouldn't just be opened so parents have child care, it should be opened when it's safe for the kids to learn i person again. Take our kids life serious, they are our future.

Use resources to get a great virtual school system up and going, so kids can learn safe from home.

Parents who desperately need someone to take care of their kids could have the possibility to drop the kids off in a school and some personal would take care of them during the day, while their parents work. They could work on the virtual school system as well.

Thanks

Sanne Laursen, parent of 2 MPS kids

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## Questions for School Openings

Anonymous>

Sat 7/11/2020 5:49 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Good Evening,

I shared these questions with Educators in MPS (MTEA) They encouraged me to share these questions with MPS Board Members to ask at the July 16th meeting.

Questions for School Openings:

- If a teacher tests positive for COVID-19 are they required to quarantine for 2-3 weeks? Is their sick leave covered, paid?
- If that teacher has 5 classes a day with 30 students each, do all 150 of those students need to then stay home and quarantine for 14 days?
- Do all 150 of those students now have to get tested? Who pays for those tests? Are they happening at school? How are the parents being notified? Does everyone in each of those kids' families need to get tested? Who pays for that?
- What if someone who lives in the same house as a teacher tests positive? Does that teacher now need to take 14 days off of work to quarantine? Is that time off covered? Paid?
- Where is the district going to find a substitute teacher who will work in a classroom full of exposed, possibly infected students for substitute pay?
- Substitutes teach in multiple schools. What if they are diagnosed with COVID-19? Do all the kids in each school now have to quarantine and get tested? Who is going to pay for that?
- What if a student in your kid's class tests positive? What if your kid tests positive? Does every other student and teacher they have been around quarantine? Do we all get notified who is infected and when? Or because of HIPAA regulations are parents and teachers just going to get mysterious "may have been in contact" emails all year long?
- What is this stress going to do to our teachers? How does it affect their health and well-being? How does it affect their ability to teach? How does it affect the quality of education they are able to provide? What is it going to do to our kids? What are the long-term effects of consistently being stressed out?
- How will it affect students and faculty when the first teacher in their school dies from this? The first parent of a student who brought it home? The first kid?
- How many more people are going to die, that otherwise would not have if we had stayed home longer?

30% of the teachers in the US are over 50. About 16% of the total deaths in the US are people between the ages of 45-65.

Thank you,

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## risk of student segregation based on busing routes during alternating A/B schedule

Ziebert, Darcia L <uhingd@milwaukee.k12.wi.us>

Sat 7/11/2020 2:23 PM

To: Governance <governance@milwaukee.k12.wi.us>

Hello,

Our school has some socioeconomic diversity, possible in part due to the current bus routes we have, transporting students across neighborhoods. I am concerned that if the district adopts an A/B schedule, and it is determined by bus routes, our student population may become segregated, based on those routes and the neighborhoods they serve.

*Darcia Ziebert  
Upper Elementary Guide  
Maryland Avenue Montessori, MPS  
414-906-4800*



**Re: risk of student segregation based on busing routes during alternating A/B schedule**

Ziebert, Darcia L &lt;uhingd@milwaukee.k12.wi.us&gt;

Sat 7/11/2020 2:25 PM

**To:** Governance <governance@milwaukee.k12.wi.us>

... with that said, I also believe having 100% student attendance in a classroom with staff is a safety/health recipe for disaster. Thank you for listening.

*Darcia Ziebert**Upper Elementary Guide**Maryland Avenue Montessori, MPS**414-906-4800*

---

**From:** Ziebert, Darcia L**Sent:** Saturday, July 11, 2020 2:23 PM**To:** Governance <governance@milwaukee.k12.wi.us>**Subject:** risk of student segregation based on busing routes during alternating A/B schedule

Hello,

Our school has some socioeconomic diversity, possible in part due to the current bus routes we have, transporting students across neighborhoods. I am concerned that if the district adopts an A/B schedule, and it is determined by bus routes, our student population may become segregated, based on those routes and the neighborhoods they serve.

*Darcia Ziebert**Upper Elementary Guide**Maryland Avenue Montessori, MPS**414-906-4800*

## Submission of Written Testimony

Kellie Krawczyk <kelliekraw@gmail.com>

Sat 7/11/2020 12:08 PM

To: OHalloran, Megan <ohallomm@milwaukee.k12.wi.us>; Woodward, Annie <woodwaax@milwaukee.k12.wi.us>; Phillips, Maria Paula <phillimd@milwaukee.k12.wi.us>; Baez, Luis <baezla@milwaukee.k12.wi.us>; Siemsen, Erika <siemsee@milwaukee.k12.wi.us>; taylor@milwaukee.k12.wi.us <taylor@milwaukee.k12.wi.us>; Peterson, Robert E <petersre@milwaukee.k12.wi.us>; Miller, Larry F <millerlf@milwaukee.k12.wi.us>; Gill Herndon, Marva <gillhemj@milwaukee.k12.wi.us>; Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Dear School Board Member,

My name is Kellie Krawczyk and I am a dedicated teacher for MPS. I teach at the primary level, 3,4 and 5 year olds, in a Montessori school. I understand that we are living in an unprecedented time and we are facing agonizing decisions. You only have one chance to make the right choice regarding the reopening of schools. Virtual learning in the Fall is the only option which ensures the safety of children, staff and families in our MPS community.

I'm going to start with the "guiding principles" from the CDC, listed below. COVID-19 is an airborne illness and is virtually impossible to fully contain, even with the strictest of guidelines in place, when people gather in indoor spaces. If sending children and staff into a school building is considered more of a risk or a high risk, we should not reopen schools until the data and risks are significantly lower. The number of infections in the state of Wisconsin is rising and is far greater than what we experienced during our first closing in March. See article with extensive data:

<https://urbanmilwaukee.com/2020/07/10/wi-daily-wisconsin-sets-single-day-covid-19-case-high-again/>

Also, MPS cannot ensure that all of the safety guidelines are in place or will be followed by **everyone in the school community**, therefore, they are negligent in providing a safe work environment. For example, our classroom shares a bathroom, one toilet for girls, one toilet for boys, with students from three other classrooms (96 students total). Who will be available to disinfect after each use? I have a large number of students. They cannot properly "socially distance" in the classroom, on the bus, at dismissal, entering the school. They are young children who will need time to adapt to the new and unusual classroom expectations which means that they are not protected until they are able to follow all guidelines such as wearing a mask properly.

When the CDC advises against people eating indoors at restaurants, against going to movie theaters or against inviting others into our homes because of the significant risks of spreading this virus, how can we justify sending large numbers of students and staff into school buildings to share an indoor space? Your board meetings are conducted virtually. You do not meet in person because it is not safe. You are able to do your jobs virtually and so are educators.

### CDC:

#### Guiding Principles to Keep in Mind

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

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

### Here are the City of Milwaukee Guidelines:

#### What you need to know now about COVID-19 in Milwaukee

The Coronavirus (COVID-19) is a respiratory illness that is spreading in the Milwaukee community. It is spread through droplets in the air from people coughing or sneezing and can also live on surfaces like cardboard for 24 hours or on plastic for up to 3 days.

Stop COVID-19 spread by:

- Staying home with your family
- Washing your hands and surfaces often
- Keeping 6 feet or more away from others in public spaces
- Do not meet in groups of any size
- Covering your nose/mouth with mask/cloth

**Please make the safe choice, the one with the lowest risk, virtual- only classes until there is significant progress in the abatement of COVID-19. If this saves even one life, it will be worth it. Our students can adapt and we teachers are up for the hard work of online learning.**

Kindest Regards,

Kellie Krawczyk, MPS Teacher

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## In Person School Reopening concerns

Elizabeth Kremer <eakremer@me.com>

Sat 7/11/2020 7:57 PM

To: OHalloran, Megan <ohallomm@milwaukee.k12.wi.us>; Taylor, Sequanna <taylors@milwaukee.k12.wi.us>; Woodward, Annie <woodwaax@milwaukee.k12.wi.us>; Peterson, Robert E <petersre@milwaukee.k12.wi.us>; Phillips, Maria Paula <phillimd@milwaukee.k12.wi.us>; Miller, Larry F <millerlf@milwaukee.k12.wi.us>; Baez, Luis <baezla@milwaukee.k12.wi.us>; Gill Herndon, Marva <gillhemj@milwaukee.k12.wi.us>; Siemsen, Erika <siemsee@milwaukee.k12.wi.us>; Governance <governance@milwaukee.k12.wi.us>

Cc: Amy Mizialko <mizialkoa@mtea.org>

### Caution External Source

Esteemed MPS School Board Members,

My name is Liz Kremer Wanserski. I work as an art teacher at Brown Street Academy and have worked in MPS for eight years at this school. I am asking that we continue virtual learning until a vaccine is found or the cases in our country steeply decline. Typically, I see about 400 students a week in my art classroom. I miss my students and being in the classroom. As an art specialist, there is really no substitute for being in the classroom working closely with children on art projects. There is no way to do this in a safe or socially distant way. I worry for my students and their families, who are mostly Black—BIPOC have already been more impacted by Covid-19 in their communities before schools potentially reopen. Please do not reopen schools in an unsafe fashion. We need to be virtual until numbers go down drastically or there is a vaccine available.

As an elementary school, we are a perfect situation for a super spreading event. The World Health Organization has concluded that the virus is airborne in crowded, indoor spaces with poor ventilation, a description that fits many of our school buildings in MPS. Mounting evidence suggests that in crowded indoor settings (like schools) tiny droplets expelled when an infected person breathes, talks or sings can linger and infect others when inhaled. Children under 12 — who may do all of those things with force — are thought to have only a low risk of getting sick themselves, but they may still spread the virus to other students, or to teachers and parents or community members. Due to years of cuts to education, the HVAC system at my school is most likely in dubious condition at best. Most public schools are poorly ventilated and don't have the funding to update their filtration systems. This is a concern and if we return in person, I fear many super spreading events will take place throughout the district and then within our city. This is entirely avoidable if we do online learning until there is vaccine or the number of Covid-19 cases shrink in our country or at least in our city. I think this is the only responsible thing to do at this point. If we shut down as a district in March with 34 cases in Milwaukee, what are we doing when there are (as of July 11th when I write this) 300 cases reported **today**?

(<https://shepherdexpress.com/news/happening-now/daily-wisconsin-covid-19-update-july-10/#/questions>).

I already have to fundraise or ask family/friends/parents of students to buy extra supplies when I go over my meager budget of \$1200 a year (about \$3 per student as an art specialist). I imagine I will have to buy my own PPE and cleaning supplies too. What happens if I get sick? Does the entire staff at my school go into a quarantine procedure? How will this affect working parents at my school? If we were entirely virtual again, parents at my school could make arrangements for childcare if needed and it would be consistent.

The Covid death rate for kids under 18 is low, about 0.5%. If there are 75,431 students in MPS, and lets say a quarter of our students get Covid-19, 0.5% of that is about 95 dead children. Are we willing to let 95 (or possibly more) of our students die in a way that is preventable? I hope not. How many teachers, workers, bus drivers, and administrators could be affected by this? How many will die? We need to do virtual learning for the safety of our students and our communities. We can make up for time lost, but we can't make up lives lost or permanently affected by Covid-19.

Thank you for your consideration,

Liz Kremer-Wanserski

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## Concerns about returning to in-person school from a Speech-Language Pathologist

Kao, Peter <kaops@milwaukee.k12.wi.us>

Sat 7/11/2020 5:19 PM

To: Governance <governance@milwaukee.k12.wi.us>

Dear MPS School Board,

I understand you have a very difficult decision to make in the next few days with regard to returning to schools. However, as an MPS speech-language-pathologist who works in multiple buildings and sees students ranging in age from 3 years old to 14 years old, I have many concerns and questions.

Assuming we do return to in-person school in any capacity (part-time or full-time):

- 1) What is the plan for when a school or the district has a confirmed case of coronavirus?
- 2) How many confirmed cases are "acceptable" before a decision is made to close the school? Who makes that decision?
- 3) What happens if a student tests positive? Who goes into quarantine? The student? The student and his/her siblings? All the students and the teacher of that class? And for how long?
- 4) What happens if a staff member who works with the whole school tests positive? Staff like: gym teacher, art teacher, music teacher, food service, librarian, etc.? Would all the students be required to go into quarantine?
- 5) How are kitchen staff going to stay socially distant within the kitchen / during meal prep?
- 6) What is the protocol for staff who work with students in multiple classrooms and/or buildings: gym, art, music, foreign language, special ed teachers, guidance counselors, OT, PT, SLP, school nurse, school psychologist, school social worker, etc.? Do we have to decontaminate or sanitize between each classroom? Each building?
- 7) What is the protocol for when a student is visibly ill or as a measured fever of over 100 degrees while at school and the parent is not available for an immediate pickup?
- 8) Who is responsible for providing PPE for staff? Speech-language pathologists have to be able to see a student's mouth. What about PPE for students? Who is responsible for providing them? What kind of PPE is recommended?
- 9) What is the plan for special education students and those with medical conditions or compromised immune systems for whom it may not be safe to attend school? How will IEP meetings be conducted if we must socially distance and cannot have more than 1 person in a room?
- 10) What is the protocol for Code Red drills, Code Blue drills, Tornado drills, etc. during which social distancing or face coverings may not be possible?
- 11) What is the plan for staff with compromised immune systems or who are at high-risk due to age, pre-existing conditions, etc.
- 12) What is the plan for cleaning the school building every day? Who is doing what and to what extent? Will all surfaces (floors, desks, chairs, walls) be wiped with diluted bleach water or other sanitizers? Daily? Weekly? Monthly?

- 13) My school only has 1 part-time school nurse. What happens when kids get exhibit symptoms of coronavirus when she's not there?
- 14) Once someone tests positive, what is the protocol for returning to the building? 14 days of quarantine? Symptom free? 14 days symptom free? A negative test? Two negative tests?
- 15) What cleaning supplies will be available in each classroom? Who is responsible for providing them? How often will they be replenished?
- 16) Will there be any changes in policy on transferring students from one school to another due to the pandemic?
- 17) Given current research suggesting that centralized air systems and air conditioners may be contributing to the spread of the virus, what is the plan to filter the air in our schools with air conditioning?
- 18) What is the plan to filter the air in our schools without air conditioning?
- 19) How will staff meetings and large department meetings be conducted?
- 20) Will staff be required to undergo coronavirus testing before returning to work? How often will staff be tested?
- 21) Will students be required to undergo coronavirus testing before returning to work? How often will students be tested?
- 22) What is the policy on extracurricular or after school activities?
- 23) How and when will staff be informed of and trained in new policies and procedures?
- 24) How and when will PARENTS and students be notified of new policies and procedures?

Perhaps we shouldn't be asking whether or not we can open our schools. Perhaps we should be asking if we have clear and detailed plans, policies, procedures, and protocols in place for each of the concerns listed above. Once that is figured out, then we can discuss reopening schools.

If there is not a policy in place or a detailed response to every single question I asked, or if the answer is, "We don't know yet", then I would argue we are not ready to open schools and we should use our time to prepare for virtual education.

We cannot wait until the virus enters our schools before we communicate our plans, policies, and protocols to our students, parents, and staff. By then, it will be too late. Those policies need to be communicated ASAP. With early start schools scheduled to return in a month, we may already be too late.

News stories across the country are reporting outbreaks at summer camps, school administrator meetings, even summer schools:

There's the [story of Kimberly Chavez Lopez Byrd](#), a teacher from Arizona, who passed away from coronavirus earlier this month.

[North Hill Elementary School](#) closed in-person summer school after 8 of 60 students showed up with a fever of over 100 degrees.

Over [40 school administrators are in quarantine](#) in the San Francisco Bay area after COVID exposure. Last month, a [high school teacher in El Paso, TX died](#) of coronavirus.

[Summer camps in Arkansas and Missouri](#) are closing after outbreaks of COVID-19.

What is preventing MPS from being the next story of coronavirus outbreak?

Early on in the pandemic, the virus seemed to have worse effects on those over 60 years old. However, many of our staff are over 60. Many of our staff have pre-existing conditions or have compromised immune systems. Many of our STUDENTS have pre-existing health conditions with compromised immune systems. Within the past month, the news is full of reports of more and more children contracting COVID, suffering from rashes and inflammation, even dying.

The [infection rate among children in Minnesota](#) is increasing.

In [Florida, two children, both age 11](#), died due to coronavirus.

Also in [Florida, more than 7,000 children](#) have tested positive.

Last month, [a second-grader in North Carolina](#) died.

Just today, it was reported that a [child under the age of 5 died in South Carolina](#).

The number of cases of [children being hospitalized is increasing right here in Milwaukee](#).

While I hope everyone stays healthy, math is not on our side. We are a large district of mobile students. We have over 70,000 students and 10,000 staff. We have students who move to another community, even another state, and then return to MPS within a few months. We have students who change schools within MPS 2, 3, 4 or more times within one school year. Doctors have stated that the Black and African-American population are disproportionately more affected by the coronavirus than others. According to our own district enrollment data, approximately 54% of our overall student enrollment is Black or African-American, that's over 40,000 students!

Due to the size and mobility of our district, we will not make it through the entirety of the 2020-21 school year completely unscathed. It's not a matter of *if* someone in the MPS family will get coronavirus, but *when*. It's probability, it's math. In March, we already saw [several of our colleagues](#) enter the hospital due coronavirus. [Not all of them made it out alive](#). What are we going to do when it happens again? What are we going to do when it is one of our students? For all we know, several of our MPS students or staff could be battling coronavirus infections right now!

If we do return to in-person schooling, even if it's just staff reporting to the buildings, we need to know that MPS will keep us safe and healthy. Before we can even think about returning, we need our classrooms and schools thoroughly cleaned AND sanitized.

That has not yet happened.

When I went to clean my classroom on June 10 at MACL, I found a brown substance leaking from the walls. Two weeks later when I returned for ESY PD on June 30, nothing had been done to clean it up. I have attached a photo below. Would you feel safe working in this classroom for 40 hrs/wk?

Given that we are in the middle of a global pandemic that has infected 12.8 million and killed over 1/2 a million people worldwide, seeing the walls and floor of my classroom covered in a mysterious brown substance does not make me feel safe. While I may not get coronavirus from it, I have no idea what it is or if it safe for me to be in that room.

The lives and health of our students, staff, and community are at stake. We need clear, consistent policies across the board. We need clean classrooms that are disinfected on a weekly basis at a minimum.

Now, more than ever, we need confident and consistent leadership from the School Board, Dr. Posely,



and our building administrators. Whatever is decided, the policies and procedures need to be clear, concise, and consistent at all levels.

As educators, we are constantly asked to use evidence-based practices. I am asking the School Board and administration to do the same. Please follow the science and the evidence of our national health experts. The curve is no longer flat. It is rapidly rising at an exponential rate. The idea of opening schools in the middle of a pandemic when every day breaks the previous days' record of confirmed cases is unfathomable.

The virus is here and it's not going anywhere unless WE stay home and stop the spread.

Sincerely,

Peter Kao, M.S., CCC-SLP  
Speech-Language Pathologist  
kaops@milwaukee.k12.wi.us

Milwaukee Academy of Chinese Language (Mon, Wed, Fri):  
(414) 934-4238

Hawley Environmental School (Tues, Thurs):  
(414) 256-8524

**FW: Return to school?**Gill Herndon, Marva <[gillhemj@milwaukee.k12.wi.us](mailto:gillhemj@milwaukee.k12.wi.us)>

Sun 7/12/2020 10:45 PM

**To:** Governance <[governance@milwaukee.k12.wi.us](mailto:governance@milwaukee.k12.wi.us)>

Please forward to entire board.

***Marva Herndon, Director******District 1***[gillhemj@milwaukee.k12.wi.us](mailto:gillhemj@milwaukee.k12.wi.us)

Phone: 414-651-6340

Sent from [Mail](#) for Windows 10

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**From:** [Caryl Davis](#)**Sent:** Thursday, July 9, 2020 11:28 PM**To:** [Gill Herndon, Marva](#)**Subject:** Return to school?

Caution External Source

Dearest Director Herndon,

I'm certain that you can imagine it. A new academic year that is nothing like we've experienced before. Thousands of trepidatious students and educators piled into schools that they have already outgrown. Last year, I had 47 students in my classroom. Yes, 47. Though this new school year they must contend with a deadly virus.

From PK-12th-grade students and their teachers, and administrators, and support staff, and visitors will all share the same space. Without air conditioning it will feel like 95 degrees in our classrooms and offices.

Would you send your children?

One nurse will attempt to tackle 1000 students' documented medical needs, not including needs arising from the virus.

Would you send your grandchildren?

Wiggly primary school students and English Language Learners can't see their teachers' mouths. They depend on mouth-cues to help them attain language skills. Those masks are simply intrusive. "I can't see what you're saying, Miss", they say.

Would you send your nieces and nephews?

Middle schoolers...well. They're in a class of their very own. They're Ofttimes willful, completely curious,

sometimes insolent, occasionally indifferent, and sorta amusing.

Six feet? Six whole feet. On the bus. In classrooms. In offices. No touching. No sneezing. Sanitize. No coughing. Sanitize. The bathroom is locked. What do you mean there are no passes right now?! Where's the sanitizer? Meltdown.

How do you encourage your middle schooler to...comply?

Would you send them to school?

This virus. How do we contain it? One-half of 47 is still a lot of people.  
One-quarter of 47 is still a lot of people for a 20x40 foot space. Six-feet apart did you say?

Can we contain it? Can you guarantee that PK-12th-grade students and their teachers, and administrators, and support staff, and visitors will be safe, will emerge unscathed? Can you?

It's simply not wise to return to traditional schooling. One of the most important lessons we can learn from this #COVID19 experience is that schooling needs to be reimagined. Traditional needs a permanent makeover. Our students and their families lives, our lives, our families lives are simply not open for debate.

I certainly do not grant anyone permission to play chance with mine.

Best,

Caryl Davis  
Middle School Educator

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July 12, 2020

Dear Sequanna Taylor,

Allow us to introduce ourselves, we are both top educators with a combined [63 years] of dedicated service to Milwaukee Public Schools at the elementary, middle and high school levels. We have served thousands of students across Milwaukee and have celebrated their achievements and successes. Together and separately we have been recognized by the district for our dedication and accomplishments.

We want to see education move forward this fall, but **SAFETY** needs to be our number one concern. We support a 100% a virtual start for much of the first semester, after which time the COVID-19 data should be re-evaluated and a decision based on those numbers determining the next level of student educational opportunities. Some face-to-face interaction/instruction could slowly begin **only** if its safe to do so.

If the district decides to hold ANY level of face-to-face instruction this fall, it must be made **DISTRICT POLICY THAT ALL STUDENTS AND STAFF MUST WEAR A MASK, WITHOUT EXCEPTION.**

**If there is face-to-face instruction, will there be weekly COVID-19 testing at every site? If there is face-to-face instruction and either a student or staff tests positive? What is the District's plan?**

**\*Quarantine the entire school?**

**\*Go virtual for everyone?**

**\*Do we just move forward under the great risk that others will test positive?**

**We are dedicated educators, but we certainly do NOT want to die on the job.**

Sincerely,

Christine L. Carrillo

[Lincoln Ave., Gr. 4/District Library Media Specialist]

Eric B. Losin

[Advanced Placement Calculus Instructor Telepresence; Milwaukee School of Languages/Bay View

H.S./Golda Meir H.S.]

**Attn: Director Larry Miller**

sullikon <sullikon@yahoo.com>

Sun 7/12/2020 1:22 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Dear Director Miller,

I am a MPS parent and special education teacher. I realize that you have a huge job to both protect our children and make sure that they have quality educational experiences. I realize that there is not going to be a perfect plan. I hope that you and the district will put the health and safety of children and staff as a priority. I did not enjoy remote teaching but at this point in the summer with the cases of Covid rising, I would encourage remote learning and a phase in of face to face when cases drop or level off. Our students and staff health should be the most important factor. I empathize with working parents who have young children, parent coordinators and social workers can work together to find creative solutions. None of this is ideal but nothing is ideal during a worldwide pandemic.

Colleen Sullivan-Konyn

2742 N Shepard Ave

Milwaukee, WI 53211

School to work teacher

Parent of a student at Rufus King High School

Sent from my iPhone

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## Written Testimony for Special Board Meeting on July 16th

Elizabeth Dannecker <elizabeth.dannecker@snc.edu>

Sun 7/12/2020 4:24 PM

To: OHalloran, Megan <ohallomm@milwaukee.k12.wi.us>; taylor@snc.edu <taylor@snc.edu>; Woodward, Annie <woodwaax@milwaukee.k12.wi.us>; Peterson, Robert E <petersre@milwaukee.k12.wi.us>; Phillips, Maria Paula <phillimd@milwaukee.k12.wi.us>; Miller, Larry F <millerlf@milwaukee.k12.wi.us>; Baez, Luis <baezla@milwaukee.k12.wi.us>; Siemsen, Erika <siemsee@milwaukee.k12.wi.us>; Gill Herndon, Marva <gillhemj@milwaukee.k12.wi.us>; Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Dear members of the board,

I am a music teacher. I teach because students' lives are important. Because their lives, their hopes, their dreams, and their futures matter. That is why what we face is difficult. I have heard from parents who want schools to open, parents who want schools to stay closed, students who aren't equipped to learn online, students who are thriving, and teachers who never have enough cleaning supplies, school supplies, and not enough physical space to believe that coming together **safely** will be possible.

We have heard in recent days that Wisconsin's COVID-19 reproductive rate, the number of people expected to be newly infected from a single confirmed case, is the worst in the nation. Even as testing falls, the number of new cases keeps setting new highs. Yesterday, Saturday the 11th, Wisconsin set a new COVID-19 single-day case high for the third day in a row. Even with most testing locations closed on Sundays, there is fear that we may get close again today.

Face coverings, desks spaced 6 feet apart, and daily health checks in schools are part of detailed guidance from the Centers for Disease Control and Prevention for reopening the country. Can we make that happen in the space we have with the available teachers and staff that we have?

If we cannot, then our school staff, our students, and our families will become sacrificial lambs for the slaughter.

Can our children keep their masks on? Will we be able to provide enough masks for all of our students? Are we allowed to send students who refuse to mask-up even if masks are provided? And what happens when someone in the school gets sick? Where do we go from there?

My questions stem largely from my experience as a current teacher in MPS, and just a few years ago, when I was a student here. I think of my time as a student, when bathrooms were often running out of toilet paper, and stalls were perpetually dirty. Soap dispensers ran out of soap, and hand towels were used and dragged on the ground by mid-morning, so students weren't able to properly wash and dry their hands.

I think of my past year teaching, where I bought my own cleaning wipes because my middle school students spilled so much food and milk during breakfast in my room each morning. In their early morning excitement, they talked with their mouths full, and sprayed crumbs on each other. They accidentally wiped jelly and cream cheese on their own seats, and bits of wrappers and excess crumbs covered the floor. I had students sweep each day, and I spent part of each of my short preps sweeping

and picking up trash, and it still wasn't enough to keep my room clean. The floor was not mopped and the counters were not wiped down when we were still present during the school year. I taught kindergarten through highschool, and my youngest students sat right on that floor several days a week. Despite reminders and teaching a song about hygiene, almost every single day I saw different students lick their hands, pick their noses, scratch their butts, and not cover their coughs or sneezes. I didn't even have windows, and my room seemed to be a petri dish.

I got sick enough to run a fever 5 times before February, after coming into contact with sick students, and went on antibiotics three of those times - and I am a very young, relatively healthy teacher.

Based on my colleagues' experiences with CLC programs and summer academy right now, and based on what I was able to see when I went in to clean out my classroom, I don't think early-start schools will be adequately prepared to start in a few short weeks.

**If** there is a way we can open while adhering to **all** CDC recommendations, especially keeping everyone wearing masks and a minimum of 6 feet apart from each other without requiring any at-risk populations, including staff over 60 and all immunocompromised students and staff, to come to school, and can regularly rigorously clean and disinfect classrooms, then we should do so in September. Not August. But we have to be able to do it all. Maybe that means we have half of each school's population in school for 4-5 days at a time, then a different group the following week to keep class size down so students can adequately distance themselves. Maybe that also means that we spend the first week teaching students how to practice proper and essential hygiene, the importance of keeping their masks on, and how to use various online tools for when things go badly again so they are better equipped to learn virtually.

Students and staff and teachers are not expendable. If we go back too soon, without everything laid out, and every single school prepared and full trained, we are in danger. If the district rushes this, if it missteps, there will be people who get sick, and their lives will change forever, or they may lose their lives.

If we're going to do this, let's do it right.

Elle Dannecker  
General Music Teacher and Choir Director

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**Fwd: Weekly Update - July 8, 2020**

Mann, Jacqueline M &lt;spatesjm@milwaukee.k12.wi.us&gt;

Mon 7/13/2020 8:22 AM

**To:** Governance <governance@milwaukee.k12.wi.us> 4 attachments (2 MB)

Sub Email Instructions 7.1.20.docx; ATT00001.htm; PVSchools\_Prepared\_2020-2021.pdf; ATT00002.htm;

Please add to public testimony.

Begin forwarded message:

**From:** "Taylor, Sequanna" <taylors@milwaukee.k12.wi.us>  
**Date:** July 12, 2020 at 11:31:31 PM CDT  
**To:** "Mann, Jacqueline M" <spatesjm@milwaukee.k12.wi.us>  
**Subject:** **Fwd: Weekly Update - July 8, 2020**

----- Forwarded message -----

From: Gina Kaisler &lt;ginakaisler@gmail.com&gt;

Date: Jul 12, 2020 2:49 PM

Subject: Fwd: Weekly Update - July 8, 2020

To: "OHalloran, Megan" <ohallomm@milwaukee.k12.wi.us>, "Taylor, Sequanna" <taylors@milwaukee.k12.wi.us>, woodwax@milwaukee.k12.wi.us, "Peterson, Robert E" <petersre@milwaukee.k12.wi.us>, "Miller, Larry F" <millerlf@milwaukee.k12.wi.us>, "Baez, Luis" <baezla@milwaukee.k12.wi.us>, "Gill Herndon, Marva" <gillhemj@milwaukee.k12.wi.us>, "Siemsen, Erika" <siemsee@milwaukee.k12.wi.us>  
Cc:

**Caution External Source**

Dear School Board Members-

I know this week's discussion and vote will be one of the most difficult of your careers. There will be many employees and parents upset no matter which path you decide upon. In the spirit of more information, I wanted to share an email from the Paradise Valley School District in Phoenix, Arizona.

They have an early-start schedule and the emails below outline what they sent to both employees and teachers about their plan to reopen in Aug/Sept. I wish you the best of luck as you move forward this week. May you continue to make the children the priority and create contingency plans for all stakeholders to be safe, healthy and successful.

Thank you for listening/reading-

Gina Kaisler

Dear PVSchools Employees:

I want to express my sincere gratitude to the countless individuals who have invested their time and expertise to develop our comprehensive reopening plan, [PVSchools Prepared](#). The plan provides educational choices for our families and safe learning environments. As we have learned all too well, circumstances and guidance related to COVID-19 continues to evolve, and we will adapt our plan to respond to those changes. Our families will receive the plan later this afternoon, but I wanted to share it with you in advance.

Using lessons learned and feedback we received regarding distance learning from the fourth quarter last year, we developed the online learning model, *PVConnect*, for the upcoming school year. *PVConnect* not only allows students to begin learning online with their regular, classroom teachers, but it also will make for a smoother transition for when in-person learning options resume.

On-school site instruction allows teachers to use resources within their classroom, eliminates the need for them to bring materials to and from home, provides reliable bandwidth for online sessions on the district network, and makes it easier to make phone calls to parents via a district phone number in lieu of using a personal cell or home phone number. A few other added benefits include:

- Greater ability to facilitate in-person grade-level collaboration, sharing best practices, and common planning.
- Allows administrators to better support teachers.
- For younger learners or those who cannot access online instruction at home, teachers will have the ability to copy and provide instructional materials for students to pick up.
- Creates physical boundaries on your work day and workspace, providing for an easier to follow designated beginning and ending work hours.

More information will be shared soon for teachers who have school-age or younger children and how to support them while providing online instruction.

As you receive calls and emails, we have launched [www.pvschools.net/reopening](http://www.pvschools.net/reopening) to help provide more information. The page can be found from the front page of the district website and clicking on the “reopening” button. The page includes the reopening plan, correspondence sent to our families, and some of

the most frequently asked questions. We will continue to update the website with information.

I hope each of you are continuing to stay safe and healthy. Our next weekly update will be on Wednesday, July 15. The information being sent to families is listed below.

Sincerely,

Jesse Welsh, Ed.D.

### **Information to families:**

Dear PVSchools Families,

More than anything, all of us at PVSchools wish we could start the school year normally, greeting our students as they walk through the door. Unfortunately, we know it is not safe to do so just yet given the current public health crisis. Arizona continues to have the highest infection rate per capita than any other state in the country, which includes New York at its peak.

As a reminder, last week, Governor Ducey announced the August 17 start for in-person learning was “aspirational” and subject to change if the growing coronavirus outbreak hasn’t improved. We remain committed to opening online and providing online instruction through at least Friday, September 4 to provide families and staff with clarity in order to prepare as much as possible. As we approach September 4, 2020, we will evaluate the instructional model moving forward, which may include hybrid and fully in-person options. This will be dependent on data, guidance from public health officials, and state officials.

Beginning Wednesday, August 5, students begin learning online with their regular, classroom teachers. All classes will be following the *PVConnect* model for online instruction. Students who are enrolled in specialized programs (Special Education, Gifted, English Language Learners, etc.) will continue to participate in those programs in this online setting. This will make for a smooth transition for when in-person learning resumes, allowing *PVConnect* to continue to run along with traditional, in-person learning.

Students will participate in live, real-time instruction at designated times during the day via WebEx and/or Google Meet. Students will be expected to attend each day and submit assignments and participate as they would if they were attending in-person. Students

will participate from their computers and engage with their teachers and classmates. Teachers will be using Google Classroom to share curriculum resources and assignments with students.

For those families wishing for a more independent online learning experience, registration for *PVOnline* will be open from July 9 through July 17 and can be completed by visiting <https://forms.gle/BFku8jfcwuUv9xrB8>.

Our comprehensive reopening plan, *PVSchools Prepared*, and details about *PVConnect* and *PVOnline* can be found on the district's website at [pvschools.net/reopening](https://pvschools.net/reopening). The website includes correspondence sent to our families and answers to some of the most frequently asked questions.

Lastly, the City of Phoenix has created the Phoenix Cares Grant. These limited funds can help cover utility bills (electric, gas, and city of Phoenix Water bill), rent, or mortgage, for City of Phoenix households financially impacted by COVID-19. For more information visit, <https://trellisaz.org/phoenix-cares-grant-for-those-affected-by-covid-19/>.

I hope each of you are continuing to stay safe and healthy. Our next weekly update will be on Wednesday, July 15.

Sincerely,

Jesse Welsh, Ed.D.  
Superintendent

Darlene Newell, Executive Assistant  
to Troy J. Bales, Ed.D.  
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Paradise Valley Unified School District

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# PVSchools<sup>TM</sup> Prepared

Prioritizing the Health  
of Our Community

2020-2021 School Year

**District Administrative Center:**

- ▶ 15002 N. 32nd St., Phoenix, AZ 85032
- ▶ 602-449-2000 ▶ [PVSchools.net](http://PVSchools.net)

## Message from PVSchools Superintendent

We have been diligently planning and preparing for reopening for the 2020-2021 school year, while ensuring the health, safety, and well-being of our students, staff, and community.

Countless individuals have invested their time and expertise to develop a plan which provides educational choices for our families and safe learning environments. In addition to increased health and safety measures for when we are able to return to face-to-face instruction, the plan includes contingency scenarios to move instruction online or delay opening.

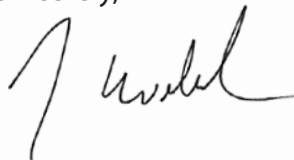
As we continue to monitor data, guidance from public health officials, and direction from Governor Ducey, we will provide updates regarding our transition back to full-time, in-person learning.

Our decisions guiding our reopening plan have been guided by the latest recommendations from the Centers for Disease Control and Prevention (CDC), the Arizona Department of Education (ADE), the Maricopa County Department of Public Health (MCDPH), state and local governments, and input from thousands of PVSchools families, educators, staff, and community members. We recognize that circumstances and guidance related to COVID-19 may continue to evolve, and we will continue to adapt our plan to respond to those changes.

Thank you again for your patience and support as we collectively navigate through the COVID-19 pandemic. We look forward to welcoming you back to school.



Sincerely,



Jesse Welsh, Ed.D.  
Superintendent

### Governing Board

**Anne Greenberg**  
Governing Board President

**Julie Bacon**  
Governing Board Member

**Nancy Case**  
Governing Board Member

**Susan Matura**  
Governing Board Member

**Sue Skidmore, Ed.D.**  
Governing Board Member

### Leadership

**Jesse Welsh, Ed.D.**  
Superintendent

**Troy Bales, Ed.D.**  
Assistant Superintendent  
Human Resources

**Dan Courson, Ph.D.**  
Assistant Superintendent  
Curriculum and Instruction

**Laura Felten**  
Assistant Superintendent  
Business Operations

**Steven Jeras, Ed.D.**  
Assistant Superintendent  
Leadership - Elementary

**Andre Long**  
Assistant Superintendent  
Leadership - Secondary

## Your Path Back to School

*August 5 through September 4, 2020:* The PVSchools 2020-2021 school year will begin on our regularly scheduled first day on Wednesday, August 5, in an all virtual learning environment. Students will continue in this online learning model, *PVConnect*, through Labor Day weekend, Friday, September 4. **All students will be enrolled in *PVConnect* unless families select to enroll their child in *PVOnline*.**

We believe it is important for learning to begin for students, and for families to have the stability and clarity regarding the first month of the start of the upcoming school year. Starting on time also ensures continued pay and benefits for all of our employees, and does not cause further financial hardship to our community's economic vitality.

Starting with *PVConnect* allows for a smooth transition to face-to-face learning without disruption or changes to staff or student schedules once in-person learning is permitted to resume.

As we approach September 4, 2020, we will evaluate the instructional model moving forward, which may include hybrid and fully in-person options. This will be dependent on data, guidance from public health officials, and state officials.

## PVSchools Learning Pathways

### PVConnect



Students in grades PreK-12 will participate in full, online learning with scheduled, real-time virtual instruction. All students will be expected to attend each day and submit assignments and participate as they would if they were attending in-person.

In K-6, students will join their virtual classroom each day for direct instruction and activities in reading, writing, math, and science or social studies. Students will also participate in special activities such as P.E. and art each week. Students will join their classes virtually through such platforms as Google Meet and WebEx. They will participate from their computers and engage with their teachers and classmates. Teachers will be using Google Classrooms to share curriculum resources and assignments with students.

In grades 7-12, students will follow their middle or high school schedule of courses. Students will join their classes virtually through such platforms as Google Meet and WebEx. They will participate from their computers and engage with their teachers and classmates. Teachers will be using Google Classrooms to share curriculum resources and assignments with students. Once a class has ended, students will log into their next class with their next teacher.



## PVSchools Learning Pathways (Continued)

### PVOnline



Students in grades K-12 will participate in full, online learning that is self-paced with the expectation of meeting monthly progress goals.

Students in grades K-6 will be assigned to a homeroom teacher that will monitor students' progress, be available for academic support, and communicate with students and parents. Courses in K-6 are provided in all core areas including ELA (i.e., reading/writing), math, science, and social studies. Courses in some specials, such as art and P.E. are also available.

In grades 7-12, students will work with various content teachers who will monitor students' progress, be available for academic support, and communicate with students and parents. In PVOnline, students view instructional videos, read from curriculum resources, and complete assignments, all at their own pace and at any time of the day while meeting monthly progress goals. Honors, Advanced Placement, Dual Enrollment, and elective courses are also available.

More detailed information about PVOnline can be found at [www.pvschools.net/schools/pvonline/home](http://www.pvschools.net/schools/pvonline/home).

## PVSchools Learning Pathways Comparison

### PVConnect

#### Virtual Real-time Instruction



- 5 full days per week
- Enrolled in PVSchools
- Includes instruction delivered via the Internet
- District device provided
- Live real-time instruction at designated times during the day
- PVSchools instruction, curriculum resources, assessment
- Social-emotional support
- Accommodations and support services provided
- Specials and electives
- May participate in modified extracurricular activities

\*Students are enrolled with their regular, classroom teachers for when in-person learning resumes

### PVOnline

#### Virtual Personalized Pacing



- Flexible schedule with 24/7 access to course work
- Enrolled in PVOnline using online registration
- Includes instruction delivered via the Internet
- Teacher Supported Learning Environment
- District device provided
- Social-emotional support
- Accommodations and support services provided
- Limited specials available

## PVSchools Learning Pathways-Special Programs

| English Language Learners | <b>PVConnect</b><br>Virtual Real-time Instruction   | <b>PVOnline</b><br>Virtual Personalized Pacing   |
|---------------------------|---|--|
|                           | <p>Daily instruction to include <i>targeted</i> and <i>integrated</i> English language development (ELD) and meet the minutes of the approved state Structured English Immersion (SEI) models to the extent possible. Daily Instruction and materials are in English only.</p> <p>Live real-time <i>targeted</i> ELD instruction at designated times during the day to be provided by an ESL/BLE/SEI endorsed teacher who intentionally designs lessons that develop students' English language skills. EL students will be grouped together in one grade level and with students of like English proficiency level, to the extent possible for this portion of ELD.</p> <p>Integration of English language learning with academic content learning within a heterogeneous grade level setting with non-English learners will take place daily.</p> <p><i>*Please contact the Language Acquisition Department for more information on programs, eligibility requirements, and program locations</i></p> | <p>It is highly recommended that only students who are at the Intermediate level of language proficiency and whose parents have selected to opt out of English language services select this option.</p> <p>Students work at their own self-pace on a curriculum appropriate to their level.</p> |

# PV Schools Learning Pathways-Special Programs

| Gifted | <b>PVConnect</b><br>Virtual Real-time Instruction  | <b>PVOnline</b><br>Virtual Personalized Pacing   |
|--------|--|--|
|        | <p><b>Gifted Preschool:</b><br/><i>Plans TBD</i></p> <p><b>Gifted Cluster Model (K-4):</b><br/>                     Gifted students assigned to an online gifted cluster teacher, K-4 at each school, for daily real-time virtual instruction.<br/><br/>                     Grade level content, acceleration, and enrichment provided as appropriate</p> <p><b>Content Replacement (4-6 or 5-6):</b><br/>                     Gifted students receive real-time virtual instruction daily in Math and Reading from the gifted specialist at their school.<br/><br/>                     Grade level content, acceleration, and enrichment provided as appropriate</p> <p><b>Self Contained Gifted (K-6):</b><br/>                     Real-time virtual instruction provided daily with content acceleration and enrichment.</p> <p><b>DLC and Journey:</b><br/>                     Real-time virtual instruction provided daily with content acceleration and enrichment.</p> <p><b>MS/HS Honors / AP Courses:</b><br/>                     Real-time virtual instruction provided daily in accordance with the student’s scheduled class times.</p> <p><i>*Please contact the Gifted Department for more information on programs and eligibility requirements</i></p> | <p><b>Gifted Cluster Model (K-4):</b><br/>                     Gifted students will work online at their own pace with grade appropriate curriculum under the supervision of a gifted specialist</p> <p><b>Content Replacement (4-6 or 5-6):</b><br/>                     Gifted students will work online at their own pace with curriculum one grade level above their age in math and ELA. Students will work at grade level for science and social studies.</p> <p><b>Self Contained Gifted (K-6):</b><br/>                     SCG teachers will recommend to parents what grade level curriculum to register for in PVOnline. Gifted students in the SCG program will work online at their own pace with appropriately accelerated curriculum.</p> <p><b>DLC, Journey, and MS/HS Courses:</b><br/>                     Gifted students in middle or high school will take online honors or Advanced Placement courses as available</p> <p><i>*Please contact the Gifted Department for more information on programs and eligibility requirements</i></p> |

# PVSchools Learning Pathways-Special Programs

## Special Education

### PVConnect Virtual Real-time Instruction

All special education services implemented virtually, in real-time, within inclusion and self-contained programs, as appropriate to the student's IEP

Students in grades K-12 will participate in full, online learning with scheduled real-time virtual instruction.

In K-6, students from across the District will be organized in classroom-sized groups by grade level to work with an assigned PVSchools homeroom teacher. That teacher will require students to join their virtual classroom each day for direct instruction and activities in reading, writing, math, and science or social studies. Students will also participate in special activities such as P.E. and art each week.

Special Education and Related Services will be provided virtually through online instruction and may overlap sessions with some of the general education instruction. Students will have an individualized schedule to maximize their access to general education curriculum and instruction.

Student IEPs will need to be amended to reflect this model of service delivery based on parent selection of this model and the individual needs of each student.

*\*\*Please contact the Special Education Department for more information on programs and eligibility requirements*

### PVOnline Virtual Personalized Pacing

All special special education services implemented virtually within inclusion and self-contained programs, as appropriate to the student's IEP

Students in grades K-12 will participate in full, online learning that is self-paced. Parents will need to assist their students in creating a daily and weekly schedule to ensure coursework completion.

Students in grades K-6 will be assigned to a homeroom teacher that will monitor students' progress, be available for academic support, and communicate with students and parents. Courses in K-6 are provided in all core areas including ELA (i.e., reading/writing), math, science, and social studies. Courses in some specials, such as art and P.E. are also available.

In grades 7-12, students will work with various content teachers who will monitor students' progress, be available for academic support, and communicate with students and parents. In PVOnline, students view instructional videos, read from curriculum resources, and complete assignments, all at their own pace and at any time of the day. Honors, Advanced Placement, and elective courses are also available.

If students require access to an alternative curriculum, (ie, a lower level of content or modifications to instruction) K-6 students will be enrolled in Edgenuity rather than PVOnline.

If students currently receive Speech-Language therapy or Related Services, these online services will need to be scheduled to occur with PVSchools staff as PVOnline and Edgenuity do not employ these providers.

This is not an option for SUN Kids due to how young children learn in context with their peers & teachers. There is currently no online curriculum available for preschool.

*\*Student's IEP will have to be amended through an IEP meeting to align with PVOnline delivery model, if this model is requested*

*\*\*Please contact the Special Education Department for more information on programs and eligibility requirements*

## Introduction and Background

In order to develop recommendations regarding reopening of school for 2020-2021, the Superintendent's Committee on Reopening (SCoRe) was formed through a formal committee call. The group consists of representatives from stakeholder groups.

## Guiding Principles

The guiding principles of SCoRe were to ensure:

- The safety and well-being of all students, staff, and community.
- Meaningful teaching and learning for all students and staff.
- Fidelity of the continued operations of the district.

SCoRe was tasked with developing recommendations for parameters and guiding principles to implement based on three scenarios:

- Schools begin on time and remain open.
- Schools begin on time and need to close due to a second wave of COVID-19 cases.
- School opening is delayed due to increases in COVID-19 cases.

The recommendations for parameters and guiding principles were aligned with the information provided by the Center for Disease Control and Prevention (CDC), Arizona health experts, and guidance from the Arizona Department of Education (ADE).

SCoRe reviewed a variety of resources in the development of their recommendations, including, but not limited to:

- Coronavirus Disease 2019 (Covid-19) K-12 District Reopening Checklist, Hanover Research
- Schools Decision Tree, Centers for Disease Control
- Considerations for Schools, Centers for Disease Control
- PVSchools Pandemic Flu Protocols, PVSchools
- Return to School Roadmap, Opportunity Labs
- Guidance on Return to the Workplace, Gust Rosenfeld
- Roadmap for Reopening Schools, Arizona Department of Education
- Protocols for Reopening, Udall Shumway

### SCoRe Membership:

**Mitch von Gnechten, Ed.D.**

Director Student Services -  
Secondary - Facilitator

**Lori Berman**

Parent - UPC

**Kea Carota**

Parent - UPC

**Susan Chubrich-Seep**

Teacher at Horizon High School  
- PVEA

**Michelle Courtright**

President of PVSEA - PVSEA

**Brandon George**

Director of Transportation -  
COA

**Lora Herbein**

Director of Student Services -  
Elementary - COA

**Leah Knaeble**

President of PVEA - PVEA

**Melissa Molzhon**

Principal of North Canyon High  
School - PVP

**Melissa Schwartz**

Parent - UPC

**Jessica Wani**

President of UPC - UPC

**Shawn Webster**

ESP Shadow Mountain High  
School - PVSEA

**Jerry Withers**

Principal of Campo Bello  
Elementary School - PVP

# Health and Wellness

## Face Coverings

- Students and staff will be required to wear cloth masks where 6 feet of social distancing between staff and students is not possible.
- Any student who has difficulty breathing or who is incapable of physically removing the face covering on his/her own will not wear cloth face coverings, and alternate methods of protection will be discussed by parents and staff. Cloth masks should not be worn when students are engaging in physical activity. Students who refuse to comply with the safety protocols adopted for in-person learning will be assigned to an online learning program pursuant to A.R.S. 15-841(F).

## Hand Hygiene

- Frequent hand washing/cleaning will be encouraged at regular intervals throughout the day with both soap and water or hand sanitizer. Instructions for hand washing include:
  - Using soap and water, scrubbing for 20 seconds, and rinsing.
  - Using paper towels to dry hands, turn sink handles, and open doors, then safely discarding.
- Using alcohol-based hand sanitizer.
- Additional handwashing sinks will be installed at all elementary and middle schools.
- Hand sanitizer stations will be installed in lobbies and campus main entries.

## School Campuses and Classrooms

- Where possible, student seating will be arranged to maintain social distancing. Desks will be faced in the same direction, rather than facing each other, or students will sit on only one side of tables, spaced apart.
- Each student's belongings will be separated from others' and in individually labeled containers, cubbies, or areas.
- Assigned seating in classrooms will be implemented to assist with contact tracing.
- Where possible, social distancing will be maintained in open areas, such as hallways, stairwells, gyms, playgrounds.
- Students will be encouraged to bring their own water to minimize use and touching of water fountains.
- To limit exposure to other students and staff, recess will be separated by classes and grade level cohorts.
- Signage will be posted in all rooms and common areas explaining hygiene practices to prevent spread.
- Where possible, adjustments to drop-off and pick-up routines will be made to facilitate social distancing. Staff will escort young students into and out of the building. Families are asked to remain in their vehicles or wait outside.

## Health Screening

- Students should stay home if they feel ill or are exhibiting symptoms of respiratory infection.
- Parents and guardians should assess their child's health daily prior to heading to school or the bus stop.
- At the beginning of each day as students enter the classroom, teachers will informally screen students for respiratory symptoms. If the teacher has concerns, they will contact the school nurse prior to sending the student to the Nurse's Office.

- Students will be reminded of proper respiratory hygiene, including:
  - Avoiding touching the eyes, nose, and mouth.
  - Covering the mouth when coughing.
  - Covering the nose when sneezing and safely discarding tissues.

## Visitors on campus

- All visitors and volunteers will be required to wear cloth masks and must follow all posted safety protocols.
- To the extent possible, access on campus for outside visitors or volunteers except for the safety and well-being of students will be limited.
- All visitors or parents/guardians are required to report to the front office and not go beyond unless it is for the safety or well-being of their child.

## Enhanced Cleaning

- Additional cleaning staff at each campus will be hired for routine cleaning of restrooms, drinking fountains, lunchrooms, and common areas throughout the school day.
- Continued air quality will be maintained by cleaning all HVAC unit coils and changing air filters as scheduled.

## Response to Reported Cases

- CDC protocols regarding reported cases and specific guidance from the Maricopa County Department of Public Health will be followed.
- School nurses will follow established screening protocols, and will consult with public health officials to determine how best to handle students and staff who display or develop COVID-19 symptoms.
- Isolation rooms will be set up within health offices for students or staff who may be sick.

## Nutrition and Wellness

- Cafeteria entries and service lanes will be marked for social distancing.
- ID scanners will be implemented to reduce or eliminate use of keypads.
- When possible, procedures for lunch will be adjusted to allow for social distancing, greater spacing, and to reduce interactions, including possibility of adding additional lunch periods at middle and high schools and staggering lunches at elementary schools.
- Schools will continue to follow practices and procedures that comply with public health guidelines such as food handling, food preparation, cleaning and disinfecting, and food and drink dispensers.

## Transportation

- Bus staff and students are required to wear cloth masks on buses.
- Visible signage will be placed at the entry to each bus and students will be reminded not to ride if they are symptomatic.
- Students will be asked to comply with social distancing guidelines when waiting at the stop, during boarding, and while exiting the bus.
- Seating charts will be utilized, seating siblings together and implementing “neighbor” seating to provide consistency in seating and minimize movement within the bus.

- Buses will be sanitized between runs and at the end of the day.
- Families are encouraged to transport their children to school to reduce the number of students on a bus.

## Social-Emotional Well-Being

- Students' social-emotional well-being will be assessed when schools reopen, with additional support provided for students showing signs of mental health concerns, including trauma.
- Schools will incorporate trauma-informed practices and social-emotional learning into classroom instruction in a manner that supports equity and inclusion and reflects cultural responsiveness.

## Events and Field Trips

- Large group gatherings, such as school assemblies, fall festivals, dances, and book fairs will be suspended until further notice and resumption will be reevaluated regularly. This includes school sponsored and PTA/PTO sponsored events.
- Field Trips will be suspended until further notice and resumption will be reevaluated regularly. Opportunities for virtual field trips will be explored.
- Determinations regarding possible resumption of athletics programs will be made in collaboration with the Arizona Interscholastic Association (AIA), including whether public attendance at events may be possible due to restrictions on large group gatherings.



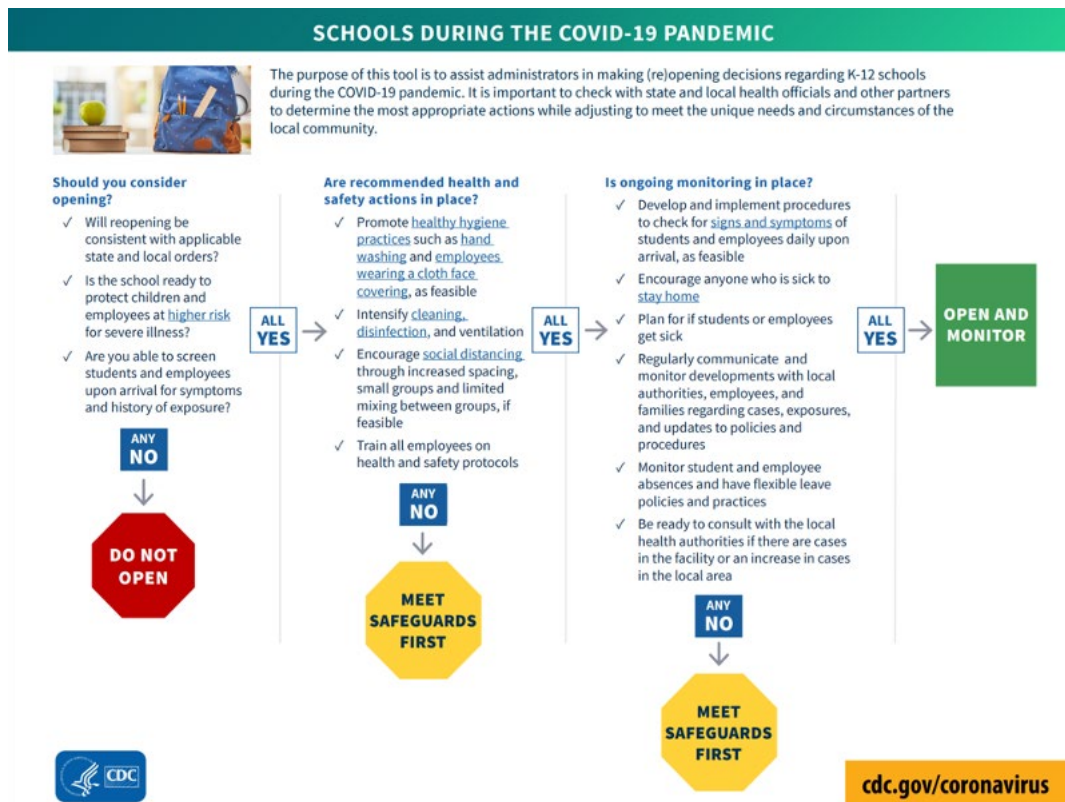
The following are the Operational Checklists to be followed prior to and during the reopening of schools for the 2020-2021 school year.

## Reopening Plan Scenario #1: Schools Open on Time

This checklist is to be utilized in the event that schools begin on time and remain open. It is assumed that alternative school schedules will not be put into effect and maintenance of social distancing will be done to the greatest extent possible.

### District Leadership

- Monitor the latest information regarding COVID-19 and its mitigation.
- Establish regular communication with relevant agencies at the federal, state, and local levels.
- Monitor for any changes to guidelines for reopening provided by state agencies.
- Continue to convene and consult with the COVID-19 Response Team (CRT) and the Superintendent’s Committee on ReOpening (SCoRE) to plan for and provide input on the reopening process in conjunction with department leaders.
- Set objectives and establish a timeline for reopening.
- Define roles and allocate responsibilities for reopening.
- In consultation with the CDC, ADE, Maricopa County Department of Public Health and, based on the PVSchools Pandemic Influenza Protocols, establish the criteria and protocols for closing and reopening an individual school due to a reported case of COVID-19.
- Engage with the CRT to evaluate the 2019-2020 school closure as an after-action exercise.
- Ensure that departments complete Continuity of Operations Plans as annex to the District Emergency Response Plan.



## Health and Wellness

- Review and revise health policies and practices as needed and communicate any changes in health policies and practices to students, families, and staff.
- At the beginning of each day as students enter the classroom, have teachers informally screen students for respiratory symptoms. If the teacher has concerns, they should contact the school nurse prior to sending the student to the Nurse's Office.
- Ensure posters are in place at the entry to each classroom to assist with identifying symptoms.
- Provide training for staff related to identification of COVID-19 symptoms and management of safety measures to minimize transmission.
- Require all staff to self-assess their own health for symptoms of respiratory infection daily and not report to work if there are any indications of illness.
- Establish safe procedures for any basic health screenings (e.g., annual hearing, vision).
- Provide school health personnel with any necessary personal protective equipment (PPE) in alignment with identified needs (e.g., gloves, goggles, face shield, procedural masks).
  - Require use of hand sanitizer or hand washing prior to entering the health office.
- Provide school staff working with medically fragile students, as identified in individual health plans, with any necessary PPE.
- Provide staff that work with students with an IEP with more significant needs with any necessary PPE as recommended by the Special Education Department. Utilize nurses to provide training to staff for use of procedural PPE.
- Update health records for students in alignment with HIPPA and FERPA requirements.
- Establish isolation rooms in each Health Office for students or staff who may be sick.
- Establish partnerships with community providers to supply additional medical services, as needed.
- Require students and staff to stay home if ill or exhibiting symptoms of respiratory infection.
  - Establish screening protocols, assign appropriate staff, provide necessary PPE, and consult with public health officials to determine how to handle persons who display or develop COVID-19 symptoms.
  - Establish processes for staff involved in screenings to report findings to school, district, and public health officials in alignment with medical privacy laws.
- Post signage in all rooms and common areas explaining hygiene practices to prevent spread.
- Provide instruction to staff on how to clean and disinfect objects and surfaces.
- Provide instruction to staff and families regarding respiratory hygiene:
  - Avoiding touching the eyes, nose, and mouth.
  - Covering the mouth when coughing.
  - Covering the nose when sneezing and safely discarding tissues.
- Provide instruction to staff and families for handwashing:
  - Using soap and water, scrubbing for 20 seconds, and rinsing.
  - Using paper towels to dry hands, turn sink handles, and open doors, then safely discarding.
  - Using alcohol-based hand sanitizer.
- Provide instruction to staff and families for how to wear face masks.
- Maintain social distancing of six feet between staff and students, where possible. In situations where social distancing between staff and students is not possible, require staff and students to wear cloth masks.
  - Any student who has difficulty breathing or who is incapable of physically removing the face covering on his/her own will not wear cloth face coverings, and alternate methods of protection will be discussed by parents and staff. Cloth masks should not be worn when students are engaging in physical activity. Students who refuse to comply with the safety protocols adopted for in-person learning will be assigned to an online learning program pursuant to A.R.S. 15-841(F)
  - Where possible, arrange student seating to maintain social distancing guidelines.
  - Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
  - Assign seating in classrooms to assist with contact tracing.
  - Where possible, maintain social distancing in open areas, such as hallways, stairwells, gyms, playgrounds.
  - Evaluate current schedules and structures to facilitate social distancing.
  - Evaluate adjustments to drop-off and pick-up routines to facilitate social distancing.
  - Evaluate procedures for recess to limit contact to cohorts of students.
  - For K-6 schools that departmentalize at intermediate grades, evaluate alternatives to reduce interactions.
  - Maintain social distancing for staff meetings. If not possible, evaluate use of virtual staff meetings.
- Require visitors to campus to wear masks if interacting with staff and students.
- Refer to the Health Office Student and Staff Operational Plan for additional details.

## Communications

- Provide information and updates to students, families, staff, vendors, and the community on:
  - Current state of public health.
  - District and school efforts to keep students and staff safe.
  - Preventive measures stakeholders should take.
  - Current effects on district and school operations
  - Anticipated timeline(s) for district and school reopening.
  - Key changes in district and school policies and practice.
  - Where to find services and support in the community to meet basic needs.
- Remind staff and students to stay at home if exhibiting symptoms.
- Share instructions for ways to prevent spread (e.g., handwashing, respiratory hygiene, social distancing).
- Respond to questions and other inquiries.
- Include key information and resources on district and school webpages.
- Continue to provide communications to families in English and Spanish.
- Leverage multiple communication methods, as appropriate, including mail, email, phone calls, text messages, traditional media (e.g. television, radio, newspaper) and social media (e.g. Facebook, Twitter, Instagram, YouTube).

## Curriculum and Instruction

- Review and revise curriculum maps and pacing. Monitor and adjust curriculum plans as needed to reflect the impact of COVID-19-related school closures.
- Determine the need for further adjustments to curriculum and instruction based on common gaps in student learning identified during analysis of academic data collected once schools reopen.
- Include classroom teachers in curriculum planning and design.
- Establish robust K-12 online learning opportunities through PVOnline that include opportunities for teacher interaction and support.
  - Ensure scalability of option to accommodate the number of students desiring an asynchronous, online classroom setting.
  - Ensure that expectations, accountability, and assessment are comparable to traditional, in-person learning.
  - Explore the potential need utilize leased content for specific grade levels and/or courses.
  - Establish a methodology for parents to confirm their interest in selecting this option for instructional delivery.
- Establish a K-6, synchronous learning opportunity, with direct instruction provided via video conferencing, that includes opportunities for teacher interaction and support.
  - Ensure scalability of option to accommodate the number of students desiring an asynchronous, online classroom setting.
  - Ensure that expectations, accountability, and assessment are comparable to traditional, in-person learning.
  - Maintain class sizes that are comparable face-to-face classrooms.
  - Provides for teacher instruction and contact at various times of the day.
  - Establish a methodology for parents to confirm their interest in selecting this option for instructional delivery.
- Develop contingency plans to address:
  - Continuing to provide instruction if a school(s) must close for a short period of time due to a reported case of COVID-19.
  - Continuing to provide instruction to individual students affected by illness or quarantine and/or family decisions not to resend to school.
  - Evaluate extending absence flexibility to students that are ill or need to self-quarantine.
- Collaborate with postsecondary institutions regarding delivery of dual-credit courses, College Board for Advanced Placement (AP) offerings, and/or International Baccalaureate (IB) courses.
- Consult with postsecondary institutions and/or local partners regarding delivery of Career and Technical Education (CTE) (e.g., mentoring). Develop plans for students to continue learning regardless of changes to school settings.
- Explore additional extended learning opportunities, such as summer school and after-school programs, to mitigate learning loss, resolve incompletes, and support credit recovery.
- Inventory and identify any gaps in the district's academic interventions and identify additional supports that can be made available to teachers and families.
- Identify diagnostic assessments, when appropriate, for when schools reopen to identify learning gaps and consider additional assessment tools that can be made available to teachers, if needed.
- Identify learning loss for individual students and among special populations, such as: students with an Individualized Education Plan (IEP), English learners, migrant and homeless students, foster youth, socioeconomically disadvantaged students, or students directly affected by COVID-19 and provide targeted interventions.

## Curriculum and Instruction (Continued)

- To the extent possible, ensure that instruction adheres to established benchmarks to more readily facilitate students who may be moving between instructional options.
- For students with an IEP, review plans and make revisions if necessary to reflect any changes due to COVID-19-related school closures or extended illness and/or self-quarantine.
- Assist families with supporting learning at home by sharing instructional strategies and resources.
- Additional information will be shared by departments to families in specialized programs such as Special Education, Gifted and Talented Education, English Language Learners.
- Refer to the Fine Arts Department Operational Plan for additional details, including guidelines for rehearsals for fine arts programs and transportation to and from competitions and performances and for summer band or fine arts camps.
- Refer to the Special Education Operational Plan for additional details.
- Refer to the Career and Technical Education Operation Plan for additional details.

## Professional Development

- Provide additional training to teachers to recognize and support students who are facing new/additional challenges to academic success.
- Offer professional learning opportunities for staff including:
  - Online and virtual instruction with robust instruction and accountability.
  - Use of summer to train in order to build capacity to provide synchronous and asynchronous instructional programs.
- Continue training on instructional technology to students, families, and staff.
- Facilitate teachers' efforts to share best practices for mitigating learning loss.
- Offer teachers optional opportunities for professional development during the summer in Social Emotional Learning (SEL).
- Provide teachers with opportunities during the summer to collaborate with colleagues and share best practices and ways to address gaps in learning.
- Identify and compensate teachers to support peer-to-peer professional development for several days in June and July to address both gaps in learning and to build capacity for the potential of future distance learning.

## Grading and Assessment

- Communicate with the Arizona Department of Education regarding any changes that may occur to:
  - End-of-grade, end-of-course, English language proficiency, and/or other assessments.
  - Grading policies and practices.
  - Promotion and retention criteria.
- Confirm the status of AP, IB, ACT, SAT, and similar assessments.
- Communicate any adjustments to grading to students, families, and staff and provide updated academic and assessment calendars.
- Conduct initial evaluations or re-evaluations of students with an IEP and English learners as required.
- Develop plans to share assessment data with families and indicate how their child's achievement compares with grade-level expectations.
- In the event of the need for modifications to grading and/or assessment, seek input from stakeholder groups.

## Curriculum and Instruction Resources and Support

- Facilitate teachers' efforts to share effective strategies and resources for online and offline forms of distance learning, including building relationships with families and encouraging families to become involved in their child's learning, in alignment with the Instructional Strategies and Tips by Quality Matters.
- Utilize surveys of students, families, and staff to identify strengths and development areas related to the district's distance learning efforts such as the recent district survey of teachers and SpeakUp data from students, staff, and families.
- Survey staff regarding potential instructional resource and professional learning needs (e.g., differentiating instruction and supporting special populations in the context of distance learning) in order to:
  - Identify options to create additional instructional resources internally and/or acquire materials from publishers.
  - Offer professional learning opportunities aligned with staff needs.

## Social-Emotional Well-Being

- Emphasize the district's commitment to support the PV Community's social-emotional well-being, highlighting the district-level committee, training, and tools provided for teachers and staff.
- Inventory and identify any gaps in the district's social-emotional and mental health interventions.
- Plan re-engagement activities for staff and families.
- Determine how to assess students' social-emotional well-being when schools reopen, such as a brief behavioral health checklist, and further assess students who show signs of mental health concerns, including trauma.
- Provide targeted interventions, as needed, and reassess student social-emotional well-being periodically to determine the efficacy of existing interventions and the need for additional supports.
- Provide guidance to staff on how to re-establish safe and secure classroom environments.
- Identify and offer additional SEL resources for teachers to incorporate into their instruction with the support of SEL coaches and leaders.
- Evaluate the feasibility of providing safe spaces for students and staff to share feelings and experiences related to COVID-19 and the school closures.
- Incorporate trauma-informed practices and SEL into both in-person and remote classroom instruction in a manner that supports equity and inclusion and reflects cultural responsiveness, making students feel safe and connected.
- Facilitate staff efforts to share effective strategies and resources for supporting students' social-emotional well-being.
- Encourage staff members who work with the same student to communicate regarding students' social-emotional well-being.
- Help support families at home by sharing how to talk about crises; recognize normal physical, emotional, and behavioral responses to crises; and foster resilience and other healthy coping strategies.
- Establish a process for responding to a student in crisis.
- Dedicate at least one staff member per school, such as the psychologist or social worker, as a point person for mental health concerns.
- Explore additional partnerships with community mental health providers to offer an expanded range of supports.
- Continue to provide students and families with referrals to community organizations able to assist with basic needs such as housing and meals.
- Include suspected COVID-19 status as a protected status in bullying/harassment, bias, and discrimination situations.
- Refer to the Social Emotional Student and Staff Instructional Plan for additional details.

## Activities and Events

### For High School Athletics:

- Follow guidelines of Arizona Interscholastic Association (AIA) guidelines for competitive sports regarding practices, conditioning camps, competitions, and transportation. AIA Guidelines
- Until AIA guidance is provided regarding competitions, athletic events will require individual approval by district leadership for student participation and fan attendance of competitions.
- Summer athletic programming will ensure:
  - There should be no shared athletic equipment (towels, clothing, shoes, or sports specific equipment) between students.
  - Students should wear their own appropriate workout clothing (do not share clothing) and individual clothing/towels should be washed and cleaned after every workout.
  - All athletic equipment, including balls, should be cleaned after each use and prior to the next workout.
  - No gathering of more than 10 people at a time (inside or outside).
- Locker rooms should not be utilized through the summer. Students should report to workouts in proper gear and immediately return home to shower at the end of the workout.
- Workouts should be conducted in "pods" of students with the same 5-10 students always working out together. Smaller pods can be utilized for weight training.
- There must be a minimum distance of 6 feet between each individual at all times. If this is not possible indoors, then the maximum number of individuals in the room must be decreased until proper social distancing or masks worn.

### For Middle School Festival Athletics:

- The Fall Middle School Sport Festival program will be limited to Intramurals only without Festival or All Stars and resumption will be reevaluated regularly.
- Follow guidelines as set forth for high school athletics.

## Activities and Events (Continued)

### For Non-Classroom activities:

- Field trips and student travel will be suspended until further notice and resumption will be reevaluated regularly.
- Ensure that before and after school programs follow the PVSchools Reopening of Schools Plan.
- Suspend large group gatherings, such as school assemblies and book fairs, will be suspended until further notice and resumption will be reevaluated regularly.
- Evaluate opportunities to incorporate virtual extracurricular activities.
- Social activities such as dances and proms will be suspended until further notice and resumption will be reevaluated regularly.
- Evaluate conducting other activities such as orientations, curriculum nights, and open houses in alternative or modified formats that allow for social distancing and eliminate large group gatherings.
- For in-person events, consult with public health officials to determine the necessary safety precautions based on current guidelines.
- Refer to the Community Education Operational plans addressing childcare programs, including Birth-4 years old and Mascot.
  - Facility rentals to outside groups are currently suspended and resumption of facility rentals will be reevaluated based upon available guidance from state and local health agencies regarding group gatherings.
- Travel for professional development and other activities will be suspended until further notice and resumption will be reevaluated regularly.

## Attendance and Enrollment

- Consider adjusting student attendance procedures for excused and unexcused absences.
- Develop procedures for students and staff who do not report due to COVID-19 infection, quarantine, or safety concerns.
- Monitor and address student and staff attendance issues.
- Suspend perfect attendance programs for the school year.
- Ensure Lead Nurses maintain an exposure log to determine who to notify regarding positive cases.
- Monitor for potential updates regarding FERPA/HIPAA relative to COVID-19 and prepare for the possibility of contact tracing.
- Adjust office and lobby procedures to promote social distancing and provide scheduled appointments for those who request it.
- Provide communications outlining any changes in attendance and/or enrollment policies.
- Monitor state agencies for any changes in methodologies in calculating enrollment and average daily enrollment.

## Facilities

- Inspect facilities to assess need for repairs or modifications to prevent spread.
- Where possible, implement other measures to facilitate social distancing:
  - Arrange appropriate seating in classrooms, offices, cafeterias, auditoriums, etc.
  - Turn desks to face in the same direction (rather than facing each other) or have students sit on only one side of tables, spaced apart.
  - Use individual student desks rather than common tables for students, if possible.
  - Maintain appropriate spacing in hallways, in stairwells, in gyms, on playgrounds, etc.
  - Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least six feet apart in lines and at other times (i.e., guides for creating “one-way routes” in hallways).
  - Evaluate adjusting drop-off and pick-up times.
  - Have staff escort young students into and out of the building and ask parents to remain in their vehicles or wait outside.
- Continue to maintain healthy air quality by cleaning all HVAC unit coils and changing air filters as scheduled.
- Secure supplies to prevent spread such as tissues, waste baskets, paper towels, hand sanitizer, and soap.
- Provide hand sanitizer stations in lobbies and campus main entries.
- Provide additional handwashing sinks at all elementary and middle schools.
- Encourage staff and students to bring their own water to minimize use and touching of water fountains.
- Evaluate the ability to replace traditional fountains with bottle filler units, where possible.
- Set entry protocols for district and school buildings to limit the number of entrances and exits used and continue to restrict visitors to a single point of entry.
- Evaluate the need to hire additional cleaning staff at each campus for routine cleaning of restrooms, drinking fountains, lunchrooms, and common areas throughout the school day.
- Refer to the Facilities Operational Plan for additional details, including frequency of cleaning on items and surfaces, in alignment with professional standards.

## Finance

- Examine revenues:
  - Research changes in federal, state, and/or local funding.
  - Utilize federal, state, and/or local emergency funds.
  - Consider the impact of anticipated enrollment changes.
  - Confirm types of activities permitted or required by different funding sources.
  - Explore new funding opportunities (e.g., grants).
  - Examine changes in rental income from extracurricular events on our campus from field use, auditorium rentals, classrooms, etc.
- Examine expenditures:
  - Estimate and document COVID-19-related costs.
  - Contact vendors to confirm ability to supply needed items, and if so, timetables for future deliveries.
  - Create procedures to prioritize processing of purchase orders for essential supplies.
- Review and revise district and school budgets as needed.

## Human Resources

- Identify staff not returning for the 2020-2021 school year.
- Create system for reassigning staff based upon:
  - Reassignment of existing staff based on instructional models selected and student enrollment. Human Resources to follow Bargaining Agreement language to reassign staff as needed.
  - Staff identifying as vulnerable populations.
- Utilize Reductions in Force as a last resort.
- Continue to provide instruction if a staff member is affected by illness or quarantine and cannot return to school for an extended period of time.
- Determine potential increase in hiring needs based on class size for instructional models, cleaning needs of schools and buses, and other areas.
- Restrict allocation of additional positions to those required based on IEP needs.
- Establish recruitment and hiring processes with consideration of virtual job fairs.
- Explore reallocation of duties among existing staff dependent on instructional models and with consideration to Contracts/Bargaining Agreements, layoffs, or Reductions in Force.
- Determine staff qualifying as medically vulnerable, such as due to age, compromised immune system, pregnancy, or being in a high-risk category due to pre-existing conditions.
- Develop contingency plans in the event of a lack of transportation staff or PPE for high risk positions such as nurses.
- In the event of a staff quarantine, illness, and/or leave, follow the Family First Coronavirus Recovery Act and the amended Coronavirus, Aid, Relief, and Economic Security Act (CARES) requirements, intersecting with ADA and FMLA for utilization.
- Determine which staff will report and which, if any, will work remotely via instructional model based on role and exposure risk, designating a Human Resource administrator contact for each employee group.
- Collaborate and consult with employee associations on issues related to collective bargaining agreements and possible review contract language.
- Monitor staff's social-emotional well-being:
  - Create opportunities for staff to engage in self-care.
  - Reassess staff wellness periodically to determine the efficacy of existing and the need for additional supports.

## Legal/Risk Management

- Confirm with relevant federal, state, and/or local agencies any changes in plans for site visits, reviews, or other processes for compliance or accountability purposes.
- Address potential COVID-19 related liability issues pertaining to students, families, staff, and/or vendors.
- Ensure the district and schools collect and report data and information in a FERPA and HIPAA compliant manner.

## Nutrition and Wellness

- Evaluate procedures for lunch to allow for social distancing, greater spacing, and to reduce interactions, including possibility of adding additional lunch periods at middle and high schools and staggering lunches at elementary schools.
- Contact vendors to confirm ability to supply needed items, and if so, timetables for future deliveries.
- Determine need to adjust school menus due to supply issues or health and safety concerns.
- Provide spacing in communal use shared spaces such as cafeterias if possible; otherwise, stagger use and clean and disinfect between use.
- Mark cafeteria entries and service lanes for social distancing.
- Inspect cafeterias and kitchens to determine need for modifications to limit contact between and among staff and students (e.g., table placement, seating arrangements, additional staff to monitor compliance, etc.).
- Implement ID scanners to reduce/eliminate use of keypads.
- Continue to follow practices and procedures that comply with public health guidelines (e.g., food handling, food preparation, cleaning and disinfecting, food and drink dispensers, etc.)
- Refer to the Nutrition and Wellness Operational Plan for additional details.

## Information and Technology

- Close any remaining computer gaps among students, families, and staff in the event of additional school closures by implementing one-to-one take home (bring back) Chromebooks as soon as practical.
- Close any remaining internet access gaps among students, families, and staff through procured hot-spots (with WiFi) in the event of additional school closures.
- Support C/I in developing and populating robust K-12 online learning opportunities in Google Classrooms using adopted K12 curricular resources and adopted 9-12 curricular resources/pacing from some PVOnline courses.
- Continue to provide scalability, availability and reliability of online environments to accommodate both off premise and on premise, synchronous and asynchronous teaching, learning and schooling.
- Continue to provide cyber security, integrity and confidentiality of online environments to accommodate both off premise and on premise, synchronous and asynchronous teaching, learning and schooling.
- Continue to provide state-required data collection and reporting necessary for funding.
- Continue to provide teachers, administration and support staff necessary training and professional development in applicable online tools, systems and applications.
- Continue to collect and analyze usage, incident, and technical support data.
- Schedule regular performance tests and conduct routine maintenance, publishing along with any incidents, on [status.pvschools.net](https://status.pvschools.net).
- Set security guidelines for online instruction and remote work (e.g., limited use of public Wi-Fi, use of VPN).
- Use essential and thoughtful approaches in all online activities found at [dg.pvschools.net](https://dg.pvschools.net), and [support.pvschools.net](https://support.pvschools.net).
- Ensure privacy and security of data and information pertaining to students, families, and staff in regard to Class 1, 2, and 3 data. Information can be found at [dg.pvschools.net](https://dg.pvschools.net) and [digitalcitizen.pvschools.net](https://digitalcitizen.pvschools.net).
- Significantly limit use of personal devices for work and schooling due to overall security, Freedom of Information Act (FOIA), privacy, legal and liability risks to the individual and the district.
- Review and revise as necessary, district and school information technology practices and procedures of the IT Department, collaborating with the District/School Emergency Response Team(s), the Information Technology Committee (ITC) and the Data Governance and Cyber Security Task Force (DGCSTF).

## Transportation

- Require staff and students to wear cloth masks on buses.
- Place visible signage regarding symptoms at the entry to each bus and remind students not to ride if they are symptomatic.
- Implement other measures to prevent spread:
  - Adjust bus schedules, stops, boarding and exiting practices, capacity, and seating to comply with social distancing.
  - Explore differing school start times among feeder patterns to stagger student pick up and drop off times and create great rider capacity.
  - Utilize seating charts with siblings to be seated together and “neighbor” seating to provide consistency in seating and minimize movement within the bus.
- Equip buses with tissues, waste baskets, hand sanitizer, and masks.
- Install sanitizer units on buses.
- Clean and disinfect buses regularly.
- Sanitize buses between runs and at the end of the day.
- Deliver training for all drivers and aides prior to the beginning of school.
- Survey families to establish transportation needs.
- Enforce requirements regarding students who are eligible for receiving transportation.
- Refer to the Transportation Operational Plan for additional details.



## Reopening Plan Scenario #2: Schools Forced to Close Due to Increase in COVID-19 Cases

The following modifications are to be made to the scenario #1 checklist in the event that schools open on time but are closed due to a second wave of COVID-19 cases.

- Ensure Governing Board action upon proclamation providing authority to the Superintendent.
- Assemble and meet with COVID-19 Response Team (CRT) as part of emergency response and incident command.
- Ensure departments exercise Continuity of Operations Plans (COOP) to maintain district functionality of essential services:
  - Identify essential and nonessential employees per COOP.
  - All essential service employees strictly abide by guidelines of health agencies.
- Communicate expectations for curriculum and instruction to students, families, and staff. Expectations by school and/or grade level should be clear and consistent in the event of return to virtual learning.
- Provide information and updates to students, families, staff, vendors, and the community on:
  - Current state of public health.
  - District and school efforts to keep students safe.
  - Preventive measures stakeholders can take.
  - Current effects on district and school operations.
  - Anticipated timeline(s) for district and school reopening.
  - Key changes in district and school policies and practice.
  - Where to find services and support in the community to meet basic needs.
- Ensure robust curriculum and instruction:
  - Migrate teachers and students that enrolled brick and mortar to virtual learning format:
    - Expectation of completed work by students.
    - Frequent teacher interaction via virtual format.
    - Instruction consistent with provided time for planning.
    - Teacher planning should start summer of 2020 to prepare for the event of closure.
- Need for virtual attendance options:
  - Contact log for distance learning (virtual) students.
  - Monitor and track student well-being/outreach.
- Ensure all students have retrieved their one-to-one district device.
- Continue to collect and analyze usage, incident, and support data for Instructional Technology.
- Set security guidelines for online instruction and remote work, such as no use of public Wi-Fi and logging in via VPN.
- Ensure student access to Wi-Fi, through community partners, hot spots, and alternative methods.
- Identify and provide academic support such as additional tutoring.
- Consult with state and federal education agencies regarding adjustments to:
  - End-of-grade, end-of-course, English language proficiency, and/or other key assessments.
  - Grading policies and practices.
  - Promotion, retention, and graduation criteria.
- Confirm the status of AP, IB, ACT, SAT, and similar assessments.
- Maintain continuity and integrity of Signature Programs and/or other special academic programs and modify as needed. Identify additional support for those programs and how to adapt in preparation for future closures or extended absences of students or teachers. (For instance, AVID, CREST, DLC, International Baccalaureate, Immersion, Performing Arts (North Valley Arts Academies, Suzuki Strings) etc.
- Consider the need to expand or adjust course offerings to enable students to resolve incompletes, and recover credits, particularly for courses not offered every term/year.
- Revisit the academic calendar and school schedules as permitted and needed based on changes in state guidelines and public health considerations.
- Assign an "Advisor" (teacher) at the secondary level to monitor individual student's progress, grades, and well-being. If an issue arises, the advisor would contact the school counselor to determine what support can be offered.
- Establish contacts logs to verify that families have received communication and provided access to resources that include mental health, food, and medical.
- Develop and implement a plan to continue to provide meal service to families.
- Close all school grounds to public access and post signage.
- Determine the ability to maintain Community Education programs.
- Cancel all student travel, events, and middle school athletics.
- Cancel all staff travel.
- Cancel high school athletic seasons in progress.
- Set expectations for remote work, adjusting regulations if necessary and with guidance from the Data Governance Team.
  - Seek equity among ESP essential and non-essential workload.
- Identify education support staff that can provide and/or support virtual instruction.
- Utilize Special Education Operational Plan to support services and ensure compliance:
  - Ensure that Virtual Learning addresses IEP and requirements thereof.
  - Create opportunities for paras and/or licensed professionals to support virtual learning.
- Assist state health agencies with contact tracing.

## Reopening Plan Scenario #3: School Opening is Delayed Due to Increase in COVID-19 Cases

The following modifications are to be made to the scenario #1 checklist in the event that school opening is delayed due to increases in COVID-19 cases.

- Put Contingency Calendar into effect.
- Communicate change of calendar and school start date to staff and families.
- Assemble and meet with COVID-19 Response Team (CRT) as part of emergency response and incident command.
- Review and modify reopening plan relative to instructional choices, greater social distancing measures, acquisition of PPE, etc. Communicate reopening plan to parents and community.
- Ensure that departments exercise Continuity of Operations Plans to maintain district functionality of essential services:
- Non-essential employees are to work remotely.
- All essential service employees strictly abide by workplace guidelines of health agencies.
- Continue to enroll students to the District.
- Explore ways to financially bridge delayed start of school and contracted days for employees.
- Provide electronic devices to new enrollees.
- Develop and implement a plan to continue to provide meal service to families.
- Maintain closure of all school grounds to public access.
- Determine ability to start Community Education programs and communicate parents and community.
- Evaluate ability to conduct student travel, events, and middle school athletics when schools reopen.
- Coordinate with the AIA to reschedule high school athletic seasons.

## Appendix: Department and Program Operational Plans

*The following are the Department and Program Operational Plans to be followed prior to and during the reopening of schools for the 2020-2021 school year.*

### Plans included in the document, listed in order:

- Career and Technical Education Operational Plan
- Community Education Operational Plans
  - Child Development Centers
  - Mascot - School Year
  - Preschool Programs
- Facilities Operational Plan
- Fine Arts Department Operational Plan
- Gifted Education Operational Plan
- Health Office Operational Plan
- Language Acquisition Operational Plan
- Nutrition and Wellness Operational Plan
- Social-Emotional Support Operational Plan
- Special Education Operational Plan
- Transportation Operational Plan

Disclaimer: All operational plans and details will be updated as needed.

**Reopening of Schools**  
**Career and Technical Education Operational Plan**  
**2020-2021**

**General:**

- Using the CTE Program’s Technical Standards, Blueprints for Instruction and Assessment, and Instructional Framework teachers have been determining the priority of each program’s technical standards.
- CTE teachers have updated their Scope and Sequence and are developing online and hybrid lesson plans.
- CTE teachers have been provided professional development to learn/enhance their expertise with Google Classroom and will be using this platform remotely and in-person.
- CTE teachers will use lessons/materials created during professional development this summer remotely and in-person.
- CTE will continue to evaluate software needs that provide industry related experiences for online education.
  - All classrooms/labs will have signage and messaging regarding:
    - Proper hand washing
    - Proper use of a mask
    - Proper way to disinfect surfaces

**Lab modifications:**

- To the extent possible, CDC guidelines for social distancing will be followed.
- CTE will follow CDC and national guidelines regarding cleaning of shared materials and spaces. (i.e. sewing machines in Fashion Design; TV Cameras in Film and TV Production; equipment in Music and Audio Production, Engineering, Automotive Technology, Construction Technologies, Welding and Cabinetmaking programs, etc.)
- Students in Graphic Design, Marketing, Film and TV Production, and Digital Photography programs will be using their district issued Chromebook to access curriculum materials and software online.
- All desks and/or tables in labs will be positioned so that all students are facing the same direction, where possible.
- Students in Engineering, Automotive Technology, Construction Technologies, Welding and Cabinetmaking programs will be using their own personal gloves while they are in the lab.
- Students in Engineering, Automotive Technology, Construction Technologies, Welding and Cabinetmaking programs will be using their own personal safety glasses while they are in the lab; if they do not have safety glasses, they will be provided by CTE.
- Students in Digital Photography programs will be required to use their cell phone cameras or personal device; if a student does not have a device with photographic capabilities, they will be issued a CTE camera to check out for the semester to use while they are in the program.
- Students in Culinary programs will be required to wear gloves and face masks while they are in the laboratory kitchens.

- Students in Bioscience and Nursing programs will continue to use gloves and masks as they have in the past.
- Markings on the floor will be used to adhere to social distance requirements in lab settings requiring movement.
- Project-based learning activities that students can complete at home have been created. Information and support sources for those that need them will be provided.
- Early Childcare Education programs will follow guidelines developed by Community Education for their Mascot and childcare programs.

**Work-based Learning:**

- As much as possible, programs will provide virtual simulations.
- Programs will continue to seek real-world projects or problems from industry for students to complete virtually.
- Conduct virtual conference calls with employers.

**Industry Credential Requirements:**

- CTE will continue to offer testing for industry credentials. This will be done remotely as was established last semester, or if it requires an outside proctor, then it will be done in person following social distancing guidelines.

**Career and Technical Student Organization (CTSO) Participation:**

- CTSO events will be virtual for the first semester, allowing them to be a true co-curricular activity. ADE has already planned for combined Fall Conferences for all CTSOs that will be asynchronous.
- An asynchronous PVSchools CTSO Officer Training virtual module was developed this summer to be shared with teachers when they return.

## COMMUNITY ED PROGRAM OPERATIONAL PLAN CHILD DEVELOPMENT CENTERS

|                            |   |
|----------------------------|---|
| PROGRAM NAME               | Lil' Pioneers and Little Cubs   |
| PROGRAM HOURS              | Child Development Centers are open 6:30 am - 5:30 pm  |
| # OF STUDENT CONTACT HOURS | 11 hours per day  |
| SESSION TIME               | <b>August 5, 2020 - May 20, 2021</b>  |
| PROGRAM LOCATION(S)        | <a href="https://bit.ly/2YyzJhQ">https://bit.ly/2YyzJhQ</a>   |
| LICENSED SPACE             | Lil' Pioneers will have four rooms, Little Cubs will have five rooms  |
|                            |   |
| Program Overview:          | All early childhood programs are DHS licensed   |
| Student Enrollment / Max   | Vary per program - see Ratio  |
| Ratio                      | DHS Ratios: Infants 1:5/2:11 (1's); 1:6/2:13 (2's); 1:8 (3's); 1:13 (4's);  |
| Health Screening Staff     | Refer to Health and Wellness Operational Plan   |
| Isolation Guidelines       | Should a student exhibit signs of illness, he/she will be immediately moved to a place of isolation. Parents will be notified and will need to pick up their child from the program. Refer to Health and Wellness Operational Plan  |
| Grouping Guidelines        | Students will remain in their classroom and become a cohort. Cohort groups will remain together and will not interface with other cohorts   |
| COVID-19 Confirmed         | When a student is confirmed with the COVID-19 virus, the nurse will notify the Maricopa County Health Department.<br>Communication will be distributed to the school community (parents and staff) indicating that a student was confirmed to have had the COVID-19 virus.  |
| COVID-19 Contact           | A student must stay home and isolate for 14 days, or as directed by current CDC guidelines under the following conditions:<br>When the student has come in contact with someone confirmed with the COVID-19 virus.<br>When a member of the student's household has come in contact with someone confirmed with the COVID-19 virus |

| DAILY PROCEDURES                 |   |
|----------------------------------|---|
| <i>Drop Off</i>                  | Each program will follow the drop off procedures established at the school site   |
|                                  |   |
| <i>Screening Protocol</i>        | Parents will sign in their child each day. A parent's signature indicates that their child does not have any of the following symptoms: Cough, Fever, sore throat and has not been exposed to someone with COVID-19 within the last 14 days. At arrival students will wash their hands and staff will informally screen students for respiratory symptoms. Additional Info            |
|                                  |   |
| <i>Snack</i>                     | One morning snack and one afternoon snack will be provided to students. Snacks will be provided from the district Nutrition Program. One staff member will pick up the snack and deliver it to classrooms. Students will eat snacks in their classroom. Students (Over the age of 2) will place their masks into an individual container while they eat and put it back on when done. |
|                                  |   |
| <i>Breakfast and Lunch</i>       | Students may provide their own breakfast or lunch otherwise it will be provided from the district Nutrition program. Students (Over the age of 2) will place their masks into an individual container while they eat and put it back on when done. All meals will be in the classroom.  |
|                                  |   |
| <i>Bathroom Use</i>              | Bathrooms will be cleaned throughout the day  |
|                                  |   |
| <i>Nap</i>                       | At nap time, ensure that children's naptime mats (or cribs) are spaced out. Place children alternating head to toe in order to further reduce the potential for viral spread.   |
|                                  |   |
| <i>Pick Up</i>                   | Each program will follow the pick up procedures established at the school site  |
|                                  |   |
| <i>Cleaning Protocol</i>         | Follow <a href="#">CDC Guidelines</a> and <a href="#">Community Ed Cleaning Protocol</a>  |
|                                  |   |
| <i>Student Self-Care Hygiene</i> | All staff and students (above age 2) are required to wear masks. All staff and students will wash their hands upon arrival. Students will be encouraged to wash their hands regularly throughout the day. <a href="https://bit.ly/3i8LK5a">https://bit.ly/3i8LK5a</a> <a href="https://bit.ly/2YBEmaT">https://bit.ly/2YBEmaT</a> Refer to Health and Wellness Operational Plan       |

|                         |  |
|-------------------------|--|
|                         |  |
| <i>Program/Schedule</i> | Due to variety of program curriculums, the schedule is posted in each room and online weekly   |
|                         |  |
|                         |  |
| PROGRAM PARTICIPATION   |  |
| LIMITATIONS             | Due to the voluntary nature of this program, parents must sign a waiver for participation <a href="#">LINK</a>                               |
| COMMUNICATION           | Staff Training to be completed <a href="https://bit.ly/381sQc3">https://bit.ly/381sQc3</a>   |
|                         | Parent Support Materials <a href="https://bit.ly/31oShmr">https://bit.ly/31oShmr</a>   |
|                         | Mask Wearing Tips <a href="https://bit.ly/3ig7xZ0">https://bit.ly/3ig7xZ0</a> <a href="https://bit.ly/31lOfes">https://bit.ly/31lOfes</a>    |
|                         | SEL Support for PreK <a href="https://bit.ly/2A7zwJ7">https://bit.ly/2A7zwJ7</a> <a href="https://bit.ly/3i4ohST">https://bit.ly/3i4ohST</a> |
|                         | <a href="https://bit.ly/3eAOR3W">https://bit.ly/3eAOR3W</a> <a href="https://bit.ly/384YCVk">https://bit.ly/384YCVk</a>                      |



## COMMUNITY ED PROGRAM OPERATIONAL PLAN MASCOT - SCHOOL YEAR

|                            |   |
|----------------------------|---|
| PROGRAM NAME               | Mascot  |
| PROGRAM HOURS              | 6:30 am until thirty minutes before school starts and school dismissal until 6:30 pm  |
| # OF STUDENT CONTACT HOURS | 6.5 per day   |
| SESSION TIME               | <b>Return to School - May 20, 2021</b>  |
| PROGRAM LOCATION(S)        | <a href="#">LINK</a>  |
| LICENSED SPACE             | Varies by location  |
|                            |   |
| Program Overview:          | Mascot is a DHS licensed program  |
| Student Enrollment / Max   | Determined by site (staffing and licensed space)  |
| Ratio:                     | Preschool 1:15; K-6 1:20  |
| Health Screening Staff     | Refer to Health and Wellness Operational Plan   |
| Isolation Guidelines       | Should a student exhibit signs of illness, he/she will be immediately moved to a place of isolation. Parents will be notified and will need to pick up their child from the program. Refer to Health and Wellness Operational Plan  |
| Grouping Guidelines        | Students will remain in their classroom and become a cohort. Cohort groups will remain together and will not interface with other cohorts   |
| COVID Occurrence           | When a student is confirmed with the COVID-19 virus, the nurse will notify the Maricopa County Health Department.<br>Communication will be distributed to the school community (parents and staff) indicating that a student was confirmed to have had the COVID-19 virus.  |
| COVID-19 Contact           | A student must stay home and isolate for 14 days, or as directed by current CDC guidelines under the following conditions:<br>When the student has come in contact with someone confirmed with the COVID-19 virus.<br>When a member of the student's household has come in contact with someone confirmed with the COVID-19 virus |

| DAILY PROCEDURES                 |   |
|----------------------------------|---|
| <i>Drop Off</i>                  | At the mascot designated entrance, staff will meet parents and check in students. Parents and staff will maintain social distancing. Parents and guardians should assess their child's health daily prior to arriving at school. Parents will sign in their child. Parents signature indicates that their child does not have any of the following symptoms: Cough, fever, or sore throat and has not been exposed to someone with COVID-19 within the last 14 days. At arrival students will wash their hands and staff will informally screen students for respiratory symptoms |
| <i>Screening Protocol</i>        | <a href="#">LINK</a> <div style="float: right; text-align: right;"> <a href="#">Additional Info</a> </div>  |
| <i>Snack</i>                     | One afternoon snack will be provided to students. Snack will come from the district Nutrition Program. . Students will eat snacks in the mascot designated space. Students will place their masks into an individual container while they eat and put back on when done.  |
| <i>Lunch</i>                     | N/A   |
| <i>Bathroom Use</i>              | Bathrooms will be cleaned throughout the day following the cleaning protocol<br><a href="#">LINK</a>  |
| <i>Nap</i>                       | N/A   |
| <i>Pick Up</i>                   | At the Mascot designated entrance, staff will meet parents and check out students. Parents and Staff will maintain social distancing. AZHDS childcare sign out regulations will be followed requiring photo identification at pick up.  |
| <i>Cleaning Protocol</i>         | <a href="#">LINK</a>  |
| <i>Student Self-Care Hygiene</i> | Staff will wear masks. Students will wear a mask provided by the parent. Parents are requested to use a mask at drop off and pick up.   |
| <i>Program/Schedule</i>          | Daily when following the Traditional Schedule   |

| PROGRAM PARTICIPATION |  |
|-----------------------|--|
| LIMITATIONS           | Due to the voluntary nature of this program, parents must sign a waiver for participation <a href="#">LINK</a> |
| COMMUNICATION         | Parent Letter  |
| TRAINING              | COVID Staff Training <a href="https://bit.ly/381sQc3">https://bit.ly/381sQc3</a><br>Completed                  |
|                       |  |
|                       |  |

## COMMUNITY ED PROGRAM OPERATIONAL PLAN PRESCHOOL PROGRAMS

|                            |   |
|----------------------------|---|
| PROGRAM NAME               | Early Childhood Academy, Gifted Preschool, Little Scholars, Mini Scholars, Montessori, Spanish Immersion, Title Preschool   |
| PROGRAM HOURS              | Preschool programs are 8:30-2:30 or 9:00-3:00 depending on location.  |
| # OF STUDENT CONTACT HOURS | Six hours per day   |
| SESSION TIME               | <b>Return to School - May 20, 2021</b>  |
| PROGRAM LOCATION(S)        | <a href="https://bit.ly/2YyzJhQ">https://bit.ly/2YyzJhQ</a>   |
| LICENSED SPACE             | One classroom per program   |
|                            |   |
| Program Overview:          | All early childhood programs are DHS licensed   |
| Student Enrollment / Max   | Early Childhood Academy (15), Gifted Preschool (20), Title Preschool (15) Little Scholars (22), Mini Scholars (15), Montessori (22), Spanish Immersion (22)   |
| Ratio                      | 1:8 (3's); 1:13 (4's); 1:15/1:20 (5's)  |
| Health Screening Staff     | Refer to Health and Wellness Operational Plan   |
| Isolation Guidelines       | Should a student exhibit signs of illness, he/she will be immediately moved to a place of isolation. Parents will be notified and will need to pick up their child from the program. Refer to Health and Wellness Operational Plan  |
| Grouping Guidelines        | Students will remain in their classroom and become a cohort. Cohort groups will remain together and will not interface with other cohorts   |
| COVID Confirmed            | When a student is confirmed with the COVID-19 virus, the nurse will notify the Maricopa County Health Department.<br>Communication will be distributed to the school community (parents and staff) indicating that a student was confirmed to have had the COVID-19 virus.  |
| COVID-19 Contact           | A student must stay home and isolate for 14 days, or as directed by current CDC guidelines under the following conditions:<br>When the student has come in contact with someone confirmed with the COVID-19 virus.<br>When a member of the student's household has come in contact with someone confirmed with the COVID-19 virus |
|                            |   |

| DAILY PROCEDURES                 |  |
|----------------------------------|--|
| <i>Drop Off</i>                  | Each program will follow the drop off procedures established at the school site  |
| <i>Screening Protocol</i>        | Parents will sign in their child each day. A parent's signature indicates that their child does not have any of the following symptoms: Cough, Fever, sore throat and has not been exposed to someone with COVID-19 within the last 14 days. At arrival students will wash their hands and staff will informally screen students for respiratory symptoms. Additional Info         |
| <i>Snack</i>                     | One morning snack and one afternoon snack will be provided to students. Snack will be provided from the district Nutrition Program. One staff member will pick up the snack and deliver it to classrooms. Students will eat snacks in their classroom. Students will place their masks into an individual container while they eat and put back on when done.                      |
| <i>Lunch</i>                     | Students may provide their own lunch or purchase lunch from the cafeteria. Students will put mask into their lunch box or individual container while eating and then put back on when done. Lunch will be in the classroom.  |
| <i>Bathroom Use</i>              | Bathroom breaks are scheduled throughout the day. Students who need to use the bathroom outside of the scheduled break will be taken by a staff member. Bathrooms will be cleaned throughout the day, not after every use.   |
| <i>Nap</i>                       | At nap time, ensure that children's naptime mats (or cribs) are spaced out. Place children alternating head to toe in order to further reduce the potential for viral spread.  |
| <i>Pick Up</i>                   | Each program will follow the pick up procedures established at the school site   |
| <i>Cleaning Protocol</i>         | <a href="#">Complete the daily Community Ed Cleaning Protocol and follow CDC Guidelines</a>  |
| <i>Student Self-Care Hygiene</i> | All staff and students (above age 2) are required to wear masks. All staff and students will wash their hands upon arrival. Students will be encouraged to wash their hands regularly throughout the day. <a href="https://bit.ly/3i8LK5a">https://bit.ly/3i8LK5a</a><br><a href="https://bit.ly/2YBEmaT">https://bit.ly/2YBEmaT</a> Refer to Health and Wellness Operational Plan |

|                         |  |
|-------------------------|--|
|                         |  |
| <i>Program/Schedule</i> | Due to variety of PreK program curriculums, the schedule is posted in PreK rooms and online weekly   |
|                         |  |
| PROGRAM PARTICIPATION   |  |
| LIMITATIONS             | Due to the voluntary nature of this program, parents must sign a <a href="#">waiver</a> for participation                                    |
| COMMUNICATION           | Staff Training to be completed <a href="https://bit.ly/381sQc3">https://bit.ly/381sQc3</a>   |
|                         | Parent Support Materials <a href="https://bit.ly/31oShmr">https://bit.ly/31oShmr</a>   |
|                         | Mask Wearing Tips <a href="https://bit.ly/3ig7xZ0">https://bit.ly/3ig7xZ0</a> <a href="https://bit.ly/31IOfes">https://bit.ly/31IOfes</a>    |
|                         | SEL Support for PreK <a href="https://bit.ly/2A7zwJ7">https://bit.ly/2A7zwJ7</a> <a href="https://bit.ly/3i4ohST">https://bit.ly/3i4ohST</a> |
|                         | <a href="https://bit.ly/3eAOR3W">https://bit.ly/3eAOR3W</a> <a href="https://bit.ly/384YCVk">https://bit.ly/384YCVk</a>                      |
|                         | <a href="https://bit.ly/3dDXqcW">https://bit.ly/3dDXqcW</a>  |

## **Reopening of Schools Facilities Operational Plan 2020-2021**

### **Isolation Tent**

Each site will have an isolation room located in the nurse's office. Some nurse's offices have an existing space that can serve as an isolation room, such as Sunrise MS and Sandpiper ES. Sites that do not will have an isolation room constructed in the nurse's office. Each isolation room will hold one student.

### **Hand Sanitization**

All lobbies will have a freestanding hand sanitizing station. Most other entry points will have hand sanitizer accessible as the students/public/staff enters. In addition, Facilities will be adding hand washing sinks by common entrances, mainly from the playgrounds.

**All the following cleaning procedures will follow CDC guidelines using EPA recommended cleaning products.**

### **Guidelines for Interior Student Spaces**

Cafeterias will be cleaned between grade level lunches, including tables, drinking fountains, and restrooms. All restrooms will be checked routinely to ensure that there are enough supplies such as soap, sanitizer and hand towels. Trash will be emptied as frequently as needed.

Teachers will wipe down classroom workspaces with sanitizer/disinfectant between classes.

### **Cleaning and Disinfecting of Playground Equipment**

Playground Equipment requires normal routine cleaning. According to CDC guidelines, it is not necessary to disinfect main playground equipment. Routine cleaning will be provided bi-weekly by the Facilities Department

### **Contract Custodial**

All high-touch surfaces will be clean and disinfected nightly along with regular cleaning procedures following CDC guidelines.

When the Facilities Department is notified of a specific case, they will have the ability to disinfect rooms or specific areas with handheld, electrostatic sprayers.

**Reopening of Schools**  
**Fine Arts Operational Plan**  
**2020-2021**

Guidance for Fine Arts Instruction, Events, Rehearsals, Band Camps, and Exhibitions has been developed in alignment with guidelines published by the CDC, The National Federation of State High School Associations (NFHS), the NFHS Sports Medicine Advisory Committees (SMAC), and the Arizona Interscholastic Association (AIA).

**Guidelines for Rehearsals and Events for Fine Arts Programs**

- **Hygiene: Illness Reporting:**
  - Create notification process for all event participants, directors, sponsors, event staff, media, spectators, and vendors if the organizers/medical personnel learn of suspected or confirmed cases of COVID-19 at the event.
  - Recommend that vulnerable individuals do not participate in any rehearsal, activities, contests or events.
  
- **Sanitizing and Health Precautions:**
  - Students and staff will continue to wear masks in choral classes.
  - Masks and or face coverings may be removed to play instruments, but shall be placed back on when not actively involved in playing instruments.
  - Musical instruments should be sanitized frequently, including before and after each use.
  - Avoid sharing of instruments and supplies and individualize supplies, equipment and instruments to the extent possible.
  - If a staff member is sick or feels sick, they must stay home. If no replacement faculty member is available to facilitate rehearsal/camp/activity, it will be cancelled.
  - Ensure wide availability of hand sanitizer and hand soap at all events and rehearsals and encourage frequent hand washing.
  - Ensure posting of signs and messaging regarding proper hand washing, use of masks, and social distancing in non-classroom spaces.
  - Staff and students will avoid physical contact and maintain social distancing as much as possible.
  - Appropriate clothing/shoes should be worn at all times to minimize the transmitting of virus/germs onto equipment/surfaces.
  - Students must be encouraged to shower and wash their clothing/costumes/uniforms immediately after rehearsals/performances.
  - All students and participants shall bring their own properly identified water bottle(s). Water bottles must not be shared.



- **Use of Classroom and Instructional Space:**
  - Where possible, arrange classroom seating to maintain 6' of social distancing
  - Arrange student seating to face the same direction.
  - When and where feasible, conduct classes for large performing groups in a larger space such as the gym, cafeteria, or outdoors.
  
- **Performances, Rehearsals, and Events:**
  - All participants and audience members will wear cloth masks at performances and events (except when performers are playing wind instruments).
  - Ensure rehearsals and events take place in adequate and well ventilated spaces.
  - Participants should leave as soon as feasible after rehearsals/events.
  - Where possible, stagger arrival times of participants at events and stagger use of areas such as dressing rooms and other staging/preparation areas.
  - Where possible, identify small groups and keep them together (cohorting).
  - Outside observers should not be permitted to stay and observe rehearsals, particularly those in a facility.
  - If feasible, implement touchless systems for ticket taking and entry to events.
  - To the extent feasible and appropriate, a physical barrier such as a plastic shield should be between ticket takers/entrance personnel and audience.
  
- **Visual Arts:**
  - Provide additional supplies and resources to eliminate the need for sharing materials.
  - Identify projects that can more readily be completed without need to share supplies.
  - If possible, utilize individual student containers for students' own arts supplies.
  - Allow time for sanitizing of materials and supplies that are shared.
  - Stagger times for students turning in and or picking up projects, such as ceramics, to avoid unnecessary congregating.
  
- **Music, Choir, Band, Orchestra:**
  - For General Music/Elementary Music classes, at the beginning of the year, make sure students can login and become familiar with Quaver and Google Classroom, and any other digital resources that may be used if instruction were to move online.
  - Shared instruments such as mallet percussion and other auxiliary percussion should be wiped with cleared cleaning products by staff members between rehearsals.
  - Use hand sanitizer after handling shared drums and other instruments and wipe down drum frames and heads if they can be disinfected with a wipe.
  - Movement games and dance should avoid close proximity and physical contact.
  - Instruments should not be shared. Students should have their own recorder for the year and used recorders should not be stored together.
  - Follow established practices on sterilization: ([LINK1](#)) ([LINK2](#))

- **Dance:**
  - Keep students 6' apart on the dance floor in class, eliminate contact when doing group work, and ensure face coverings are worn when not engaged in physical activity..
  - Adjust curriculum to include individual movement exploration, the language of dance (how to choreograph and coach using language), solo/small group choreography and increased use of dance film, and history and analysis of dance.
  - Consider filming/streaming events while ensuring adherence to licensing agreements and copyright laws.
  
- **Theatre/Drama:**
  - Eliminate sharing of costumes, clothing, make up, microphones, or other personal items.
  - Property (Prop) pieces or other items used in class/productions should be properly sanitized before and after each use.
  - Evaluate obtaining permission for additional copying or purchase of needed scripts, monologues, etc. to avoid sharing of said materials.
  - Consider choosing theatrical production works that contain smaller numbers of casts/crews.
  
- **Other Considerations:**
  - A Paradise Valley Unified School District Waiver and Release Form must be signed and on file prior to participating in Summer Band Camps and all Fine Arts Events such as theatre, dance, choral performances and rehearsals and art exhibitions, including extracurricular and after school activities.
  
- **Limitations on Gatherings:**
  - Gatherings of people and participants shall follow state phasing permits and guidelines, if available.
  - Groups up to 50 may gather indoors if there is a minimum distance of 6 feet between each individual at all times.
  - Adequate spacing between audience members in accordance with social distancing standards should be followed. Prior to the event/rehearsal, seating should be blocked and identified as available/unavailable to establish distancing.
  - Social distancing for ticket and waiting lines should be enforced. The use of floor taping or other markers/signs indicating adequate distance is highly recommended.
  - If meeting rooms/dressing rooms, control booths, light/sounds and other areas for preparations are utilized, there must be a minimum distance of 6 feet between each individual at all times.
  
- **Facilities Cleaning (Per CDC Guidelines):**
  - Prior to and immediately after the use of a fine arts facility or venue, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture, instruments, equipment, and bathrooms).

- **Transportation To and From Fine Arts Competitions and Events:**
  - Practices for transportation to and from events will align with established protocols for transportation (see the Transportation Operational Plan for details).
  - The use of cloth face masks by personnel using district transportation is required.
  - A PVUSD Transportation Waiver must be read and signed by person(s) using PVUSD transportation.
  
- **Guidelines for Summer Band or Fine Arts Camps.**
  - Ensure indoor areas are sanitized prior to and after each rehearsal/activity.
  - Ensure that staff and students wash their hands or use hand sanitizer each time they enter or leave a space or practice area.
  - Informally screen students for respiratory symptoms upon arrival.
  - If a student or staff member is sent home due to respiratory symptoms, staff should notify the school principal.
  - To the extent possible, maintain 6' social distancing during and after rehearsal/activity.

**Reopening of Schools  
Gifted Education Operational Plan  
2020-2021**

**Curriculum and Instruction**

***Determine the need for further adjustments to curriculum and instruction based on common gaps in student learning identified during the analysis of academic data collected once schools reopen.***

- The Gifted team researched online versions and supplements of their Literature, Latin, and Grammar curriculum to provide easier access to these materials.
- Action steps included obtaining quotes to use Wordly Wise vocabulary curriculum online along with a plan to scan documents from the Latin curriculum in July to share with the gifted teachers.
- Teachers were encouraged to have students participate in Camp Khan to continue progressing in math understanding and limit skill gap growth.
- The Gifted Mentor continues to research and keep track of free online text and reading materials that are available to utilize and supplement for distance learning.
- New Wordly Wise texts and novels will be purchased in July to replace the materials not returned when loaned during 4th-quarter.
- Gifted teachers were surveyed to identify missing inventory, needed software, and possible licenses to support their learners and gifted curriculum.
- Teachers provided wishlists for online learning and the self-contained teams updated their shared drives of materials and resources they found successful in 4th quarter to use again in future distance learning situations.

***Include classroom teachers in curriculum planning and design.***

Gifted teachers collaborated to create the following resources and Professional development classes.

[Gifted Education Resource Center](#)

[Gifted in Paradise - Gifted Parent Resource Site](#)

[Quick Links](#)

[Gifted Summer Resources](#)

[#1 - PVUSD Gifted Education Resources](#)

[Gifted Teacher PD Menu #2](#)

***Explore additional extended learning opportunities, such as summer school and after-school programs, to mitigate learning loss, resolve incompletes, and support credit recovery.***

The following were created and distributed to extend learning opportunities for gifted learners & families.

[Gifted Summer Resources](#)

[Gifted Preschool Summer 2020 Enrichment Suggestions](#)

[Gifted K-3 Summer 2020 Enrichment Suggestions](#)

[Gifted 4-6 Summer 2020 Enrichment Suggestions](#)

[Camp Khan Promoted](#)

***Identify learning loss for individual students and among special populations, such as: students with disabilities, English learners, migrant and homeless students, foster youth, socioeconomically disadvantaged students, or students directly affected by COVID-19 and provide targeted interventions.***

During reopening, teachers will administer:

- STAR tests
- District summative assessments, if available.
- Review student's Khan Academy progress.
- Use pre-and post-tests from Eureka/Illustrative Mathematics

Teachers will also be coached and trained to use creative summative and formative assessment strategies to evaluate student content mastery or skill gaps.

Teachers will engage in such strategies such as 5 Most Difficult, Study guides, Sketch Notes, personalized websites, personalized Padlets, and Google Slide portfolios.

***Continue to encourage teachers to communicate with families about their child's academic progress.***

During reopening, teachers will receive guidance and training to communicate with families through Infinite Campus, [Class Tag](#), Google Meet, and/or WebEx meetings.

Teachers are encouraged to keep their class websites updated and grades current in Infinite Campus.

Teachers will also receive support to use student portfolios as created in personalized Google websites, personalized Padlets, and Google Slide portfolios. Teachers will be encouraged to share Gifted parent newsletters and publish weekly class newsletters to keep communication current with parents. A late July

2020 - Gifted in Paradise newsletter will be distributed for parent distribution.

[Gifted in Paradise 2019-20](#) & [Gifted News & Notes 2019-2020](#)

***Assist families with supporting learning at home by sharing instructional strategies and resources.***

In addition to the comments above, the gifted department will plan webinars & host these events to meet the academic and SEL needs of gifted learners and their parents.

The Gifted department will continue to partner with UPC and local mental health professionals to provide gifted strategies and resources for SEL.

Teachers will host meet the teacher WebEx/Google Meet events to explain expectations and explain class resource that will be used (i.e. - Google Classroom, Class Tag, See Saw, Khan Academy and how to navigate the parent resources at the PVUSD Gifted website).

Also added: [Gifted in Paradise - Gifted Parent Resource Site](#)

## **Professional Development**

***Offer professional learning opportunities for staff including:  
Online and virtual instruction with robust instruction and accountability***

Our team is versed in Google Classroom and able to link their content to Google Classroom. Training is planned for ASSISTment & Go Formative & Khan Academy to supplement math accountability. Additionally, see below regarding the training planned.

***Use of summer to train in order to build capacity to provide synchronous and asynchronous instructional programs.***

Much of our team is attending the current offering by the PD department and many free virtual conferences offered this summer. Additionally, see below regarding the training planned.

***Teachers receive optional opportunities for Professional Development (PD) during the summer in the areas of Social Emotional Learning (SEL) and/or virtual learning***

Social & Emotional Learning for Gifted Learners addressed in 4-day Gifted strategies class and SEL class with Randi Posner. Picture Books were purchased for gifted classrooms for the Fall where teachers will receive training to focus/teach SEL strategies for gifted learners.

***Provide teachers with opportunities during the summer to collaborate with colleagues and share best practices and ways to address gaps in learning.***

Gifted teachers were encouraged to attend virtual conferences together and collaborate on their learning.

Teachers attended Camp Plug n' Play, Junior Great Book Shared Inquiry, Arizona Association of Gifted & Talented, and PV Gifted: 4-day Gifted experience the teacher was encouraged to collaborate with their previous year PLC

***Identify and compensate teachers to support peer-to-peer professional development for several days in June and July to address both gaps in learning and to build capacity for the potential of future distance learning***

Gifted Online Strategies

SEL - Distance Learning

Khan 1, Khan 2 & Khan Mastery

Engagement Strategies for virtual and face-to-face

Reading Resources (Junior Great Books/Common Lit/ReadWorks/William & Mary)

Math Assessment options: ASSISTments & GoFormative

***Disclaimer: These plans and details are still in progress.***

**Reopening of Schools  
Health Office Operational Plan  
2020-2021**

**Schoolwide Parameters**

**Masks:**

- Students and staff are required to wear masks throughout the day, except when eating during lunch or scheduled snack breaks, or when exercising during PE or recess.
- Schools will work with families to accommodate a student who has difficulty breathing or who is incapable of physically removing the face covering on his/her own.

**Hand washing/sanitizing:**

- Encourage regular hand-washing/sanitizing by students and staff.
- Incorporate hand-washing/sanitizing into the schedule when students transition one space to another.
- Assign seats and cohorts.
- Sanitize desks when feasible between classes.

**Health Screenings:**

- Teachers will perform health checks on students and send anyone with fatigue, headache, nausea, vomiting, diarrhea, cough, sore throat and respiratory issues to the health office.
- Temperature checks of all students is not required as part of the health check.

**Minimize Student Crossover:**

- Adjust schedules to maximize use of student cohorts and minimize crossover of students throughout the day.
- When feasible, increase number of lunch periods and recess breaks to reduce number of students
- When appropriate, rotate teachers instead of students.
- Monitor restroom breaks.

**Signage:**

- Post health and hygiene posters on buses, at school entrances, and in school hallways, classrooms, teacher common areas, and restrooms.
- Mark hallway floors and doors to control flow of traffic.

**Family Communication and Education:**

- Provide regular communication to parents on health and hygiene, distributed through teachers, principals, and the school/district website.
- Parents and guardians should assess their child's health daily prior to heading to school or the bus stop.
- Emphasis on hand washing, hygiene, use and care of masks and Personal Protective Equipment (PPE)
- After being notified by a school nurse their child is ill, it is important parents/guardians pick their child up from school in a timely manner.



- Follow Arizona Department of Health Services (ADHS) guidelines for staying home:
  - Fever free for 3 days without the use of fever-reducing medication, AND
  - 10 days since the onset of any symptoms, AND
  - 3 days symptom free
  - Must self-isolate for 14 days if there is a case of positive household contact

**Training:**

- Nurses will develop a training module for teachers and staff on health and hygiene, including what to look for, how to support students, and handling of masks.

**Health Offices/Nurses**

**Masks/Scrubs:**

- All health office staff are required to wear masks.
- Nurses should wear face shields/goggles when administering tube feedings, cecostomy care, suctioning, and other similar procedures that can result in the projection of water droplets from the student.
- Nurses should consider wearing scrubs and changing before leaving the office at the end of the day.

**Well Zone/Sick Zone:**

- Establish well zone and sick zone within the health office.
- Utilize isolation tent for suspected COVID-19 cases.
- Administer medication in the clean zone or outside of the health office.

**Medication:**

- Do not administer Over-The-Counter (OTC) pain/fever reducing medication for risk of masking COVID-19 symptoms. Exceptions can be made to those with chronic medical conditions.
- Do not administer nebulized medications, per CDC guidelines.

**Student Entrance:**

- Students will wash/sanitize hands prior to entering the health office.

**Staff Communication:**

- Develop communication with the school office and staff to alert when the health office is at capacity.

**Sanitization:**

- Treatment room must be sanitized after each procedure.
- Procedures done by UAPs must be performed in an isolated area and sanitized after use.

**Phone:**

- Do not allow students to hold the hand-held receiver. Use the speaker only.

## **Staff Health**

### **Self-Check:**

- Complete a Healthy Self-Check daily:
  - 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
- If any of the above are present, the employee should stay home and report their absence to their supervisor immediately, Benefits, and Absence Management, if required.
- Follow ADHS guidelines for staying home:
  - Fever free for 3 days without the use of fever-reducing medication, AND
  - 10 days since the onset of any symptoms, AND
  - 3 days symptom free
  - Must self-isolate for 14 days if there is a case of positive household contact.
- Immediately report COVID-like symptoms to their supervisor and Benefits contact Benefits if they are in a vulnerable population and/or have concerns about returning and wish to seek workplace accommodations.

### **Prevention:**

- Wash their hands often with soap and water for at least twenty (20) seconds or use hand sanitizer with at least 60% alcohol if soap and water are not available, avoid touching their eyes, nose, and mouth with unwashed hands, and use coughing and sneezing etiquette.
- Refrain from shaking hands.
- Socially distance in common areas such as the school office, workroom, and staff lounge.

## **Student Management**

### **Student Illness:**

- Maintain a low threshold for sending students home; err on the side of caution.
- Provide parents with information on when to keep their child home and for how long.

### **COVID-19 Contact:**

- A student must stay home and isolate for 14 days, or as directed by current CDC guidelines under the following conditions:
  - When the student has come in contact with someone confirmed with the COVID-19 virus.
  - When a member of the student's household has come in contact with someone confirmed with the COVID-19 virus .

### **Confirmed COVID-19:**

- When a student is confirmed with the COVID-19 virus, the nurse will notify the Maricopa County Health Department.
- Communication will be distributed to the school community (parents and staff) indicating that a student was confirmed to have had the COVID-19 virus.

### **Absences:**

- The nurse and the office staff will monitor teacher and student absences on a daily basis to identify trends and concerns about the ability to operate.
- The nurse will work with the Maricopa County Health Department to share concerns and receive guidance on the possible need to close the school.
- The principal will work with the HR department to identify concerns with unfilled positions due to staff illnesses.

## Reopening of Schools Language Acquisition Operational Plan 2020-2021

### Health and Safety:

- Provide Language Acquisition personnel with any necessary Personal Protection Equipment (PPE), including:
  - Gloves for AZELLA testing staff
  - Face shields for Structured English Immersion/English Language Development (SEI/ELD) teachers to allow for English Learners (ELs) to see sound and word formation
  - Hand sanitizer
  - Wipes or other sanitation cleanser to disinfect phones that are required for the Speaking test
  - Recommend plexiglass barriers for required 1-1 AZELLA testing
  - 1-1 computers for online testing, grades 3-12

### SEI Model Implementation:

Background Information: SB1014 requires 120 minutes per day or 600 minutes per week of ELD instruction for K-5 and 100 minutes per day or 500 minutes per week of ELD instruction for 6-12. Depending on the model, no less than 60 minutes of instruction at the elementary level and 50 minutes of instruction at the middle and high schools levels must be delivered to *ELs grouped only with other ELs*. These requirements must be addressed to the **extent possible**.

- If a face-to-face option is utilized, consideration must be made for the following:
  - Ability to comply with the adopted models of SEI that require students to move between classrooms. This may include an AM/PM schedule so that students are not segregated from their English speaking peers all day and desks can be sanitized during lunch or another extended break. This is primarily for elementary sites implementing the Two-Hour Model.
  - ELs at the middle and high school levels will receive ELD in the SEI classroom and follow the same guidelines for changing classes as all other students.
  - Sites with the pull-out model may be replaced with a push-in model allowing for the SEI teacher to move rather than the students to minimize student movement and decrease shared high touch surface contact.
  - Some SEI teachers travel between schools. Possible solutions include providing these staff with extra PPEs to minimize the spread of germs or scheduling targeted ELD to meet weekly minute requirements rather than daily minutes, decreasing travel.

- If a blended option is utilized, consideration must be made for the following:
  - Compliance with SB1014 minutes of ELD instruction must be met to the extent possible
  - Accessible online curriculum at all levels of language proficiency
  - Appropriate formative assessment for online and face-to-face instruction
  - Opportunities must exist for ELs to engage in oral language activities in both environments
  - All previously stated measures for safe face-to-face instruction to be in place
  
- If a virtual option is utilized, consideration must be made for the following:
  - Compliance with SB1014 minutes of ELD instruction must be met to the extent possible
  - Accessible online curriculum at all levels of language proficiency
  - Appropriate formative assessment for online learning
  - Provision of additional supports and linguistic accommodations for ELs such as extensions of time for assignments, language stems, videos with captioning or embedded interpreting, visuals, accessible reading materials, other language services provided through video conferencing, and an online translation dictionary
  - Opportunities must exist for ELs to engage in oral language activities

### **AZELLA Administration**

Background Information: If the LEA is operating via remote learning, the LEA must screen new students to determine EL status to the extent possible. Sections 1112(e)(3) and 3113(b)(2) of ESEA require that students be identified for EL status within 30 days of enrollment in a school in a State; for students who enroll after the beginning of the school year, the LEA must send the required parent notice within two weeks of a student being placed in a language instruction educational program (LIEP).

- AZELLA test administrators will need a consistent assigned testing space with a speaker phone and room for portable sneeze shields.
- Schools must have a designated area for parents to wait during testing sessions.
- The K-2 AZELLA Speaking test requires that students use a speaker phone to take the test. Protocols for the sanitation of shared equipment must meet the district sanitation guidelines.
- The 3-12 AZELLA test is taken online and will require a computer and noise canceling headset for each student. Protocols for the sanitation of shared equipment must meet the district sanitation guidelines.

### **Parent Related**

- Access to technology and internet service must be made available where needed.
- Provide training on how to use the technology to help their children with the online curriculum and virtual classroom format.
- Provide training on how to access various platforms such as Google Classroom must be provided in a language that parents understand.
- Provide of language supports so that parents can best assist their child in their studies such as translated directions for parents, additional home use activities/games etc. to build vocabulary, or work that has visual supports.

**Reopening of Schools  
Nutrition & Wellness Operational Plan  
2020-2021**

Our goal is to provide nutritious meals to students in a way that follows CDC, USDA, and ADE recommendations for socially distanced meal service.

**Elementary School Lunch Service Procedures**

- Students will arrive at the cafeteria staggered and by class.
- Service lines will be labeled and marked to support social distancing.
- All menu options (entrées, sides, and condiments) will be individually packaged for students to select from.
- Serveware & utensils will be disposable for one-time use.
- Student meal accounts will be charged at the register using the roster feature (NO KEYPADS).
- Serving areas will be disinfected with germicide per standard operating procedures.
- Nutrition & Wellness staff will wear cloth masks during service.
- Seating will be spread out/spaced to ensure social distancing.

**Middle & High School Lunch Service Procedures**

- Students will arrive at the cafeteria by scheduled lunch period.
- Service lines will be labeled and marked to support social distancing.
- All menu options (entrées, sides, and condiments) will be individually packaged for students to select from.
- Serveware & utensils will be disposable for one-time use.
- ID scanners will be used at the register to charge meal accounts (NO KEYPADS). Middle Schools recommended to issue student IDs with barcodes and develop security protocols similar to the High Schools.
- Serving areas will be disinfected with germicide per standard operating procedures.
- Nutrition & Wellness staff will wear cloth masks during service.
- Seating will be spread out/spaced to ensure social distancing.

**Breakfast Service in the Cafeteria**

- Students will arrive at the cafeteria prior to the first bell of the school day.
- Service lines will be labeled and marked to support social distancing.
- All menu options (entrées, sides, and condiments) will be individually packaged for students to select from.

- Serveware & utensils will be disposable for one-time use.
- Middle & High School - ID scanners will be used at the register to charge meal accounts (NO KEYPADS).
- Elementary School - Students will be searched by name at the register to charge meal accounts (NO KEYPADS).
- Serving areas will be disinfected with germicide per standard operating procedures.
- Nutrition & Wellness staff will wear cloth masks during service.
- Seating will be spread out/spaced to ensure social distancing.

### **Breakfast in the Classroom (BIC) School Procedures**

- All menu options (entrées, sides, and condiments) will be individually packaged for students to select from.
- Serveware & utensils will be disposable for one-time use.
- Nutrition & Wellness staff will wear cloth masks during drop-off and pick-up of all breakfast materials.



## **Reopening of Schools Social-Emotional Well-Being Operational Plan 2020-2021**

### **Re-Engagement Activities:**

- Provide appropriate social opportunities for staff to hold events that would allow for recognition, celebration and simple reconnections. Such events may be school employee-centric, or they could include the entire school family.
  - Videos
  - Online interactions
  - Drive-thru events

### **Social & Emotional Assessment:**

- Provide teachers and staff with a short Behavioral Health Checklist to gauge student well-being at the start of the year.

### **Referral Process:**

- Document observations/concerns
  - Document interventions taken
  - Document follow-up plan
- Include an opportunity for students to self-refer in the referral process.
- Schools will identify a Social and Emotional Well-Being contact person to coordinate mental health concerns.
  - Returning person with established relationships within the school, preferably full time.

### **Classroom and School Climate:**

- Follow [PBIS/MTSS](#) frameworks to create a climate where students feel safe and connected.
- Implement Social and Emotional Learning instruction.
- Offer safe spaces for students and staff to share feelings and experiences related to COVID-19.
- Include social and emotional well-being check-ins and SEL instruction in online instruction.
- Provide online students with access to district social and emotional staff for identified support.

### **Staff Training:**

- Provide training for staff to recognize signs and symptoms of needing referral to social worker, counselor, or SEL staff.
- Provide online opportunities for staff training on Trauma Informed Practices, Adverse Childhood Experiences, and Mental Health First Aid.

### **Social & Emotional Staff:**

- District SEL Specialist, Lead Psychologist, Lead Social Worker, and Lead Counselor will provide direction to school-level social and emotional support staff on training school staff on procedures and best practices.
- Create partnerships with community health providers to offer an expanded range of supports.
- Create a district-wide resource document to share provider information to schools and families.
- Provide guidance on establishing safe and secure classroom environments.
- Reassess student social-emotional well-being periodically to determine efficacy of existing interventions and the need for additional supports.

**Family Communication and Education:**

- Provide resources to support families at home on how to:
  - Talk about crises
  - Recognize typical physical, emotional, and behavioral responses to crises
  - Foster resilience and other healthy coping strategies
- Provide a list of external resources to address specific family and student needs.

**Staff Social & Emotional Well-Being:**

- Create opportunities to engage in self-care.
- Develop process to reassess staff periodically to determine the efficacy of existing supports and the need for additional supports.
- Communicate availability of [Employee Assistance Program](#).

**Bullying/Harassment/Bias/Discrimination:**

- Include suspected COVID-19 status as a protected category in bullying/harassment/bias and discrimination prevention.

**SEL Resources:**

- Sanford Harmony
- All Things EQ
- Second Step
- Edgenuity

**District Partners:**

- Southwest Behavioral Health
- Everybody Matters
- Teen Lifeline

**Reopening of Schools  
Special Education Operational Plan  
2020-2021**

**Health and Safety:**

- Provide Special Education Personnel with any necessary Personal Protection Equipment (PPE), including:
  - Gloves for staff in the following roles: PreK, Structured, CABS, LFI, SLPs, OTs, PTs, School Psychologists and ADPE, VI and HI Teachers
  - Goggles or face shields for personnel in the following roles: PreK, Structured, CABS, LFI, SLPs, OTs, PTs, School Psychologists and ADPE, VI and HI Teachers (We have a staff member making face shields with a 3D Laser Printer and we are partnering with ASU to also create some).
  - Hand sanitizer
  - Wipes to disinfect high touch areas
  - Recommend plexiglass barriers for all staff working closely with students
  - Separate area for isolating ill students/staff

**Academics and Functional Performance:**

- If a face-to-face model is utilized, consideration must be made for the following:
  - Specialized equipment will need to be provided for our students with vision or hearing impairments, such as closed captioning and braille materials. Online learning may or may not be accessible to them even with these accommodations. Orientation and mobility instruction may need to take place face-to-face while practicing social distancing and wearing PPEs.
  - If staff get COVID and are out for an extended period of time, we do not have adequate staffing to "absorb" their caseload and IEP minutes will be missed. Contractors may need to be utilized in order to meet all IEP minutes.
  - Our itinerant staff travel to as many as 4 sites in a day. Possible solutions to include providing these staff with extra PPEs to minimize the spread of germs. Scheduling staff to remain on 1 campus per day - may require additional staffing.
  - Often, our therapists share small, cramped offices. Services may need to be provided in alternative locations, such as conference rooms, multipurpose rooms, etc.
  - Many of our ESPs are elderly and in the high risk categories. To ensure adequate staffing if these staff members choose not to report to work, we may need to reach out to contract agencies for paras.
  - Many of our students, due to sensory issues, cannot wear face masks. Alternative measures must be taken to ensure their safety.

- Many of our students, such as PreK and students with significant impairments, do not understand why they are supposed to stay 6' apart. They will hug their classmates and teachers. Barriers of some sort will be required to keep these students safe.
- Plexiglass barriers between students when they are in the classroom and in therapies or being evaluated.
- If a blended model is utilized, several considerations must be in place:
  - Accessible online curriculum: suggestion Moby Max (for K-6 resource, LFI, LAS, CD and CABS licenses, it would cost approximately \$31,920 with an additional 2 days of training at \$1995/day).
  - Technology for Educational Support Personnel (to include internet)
  - Meeting minutes in IEPs
  - Plexiglass barriers between students when they are in the classroom
  - Teletherapy
- If schools open and parents elect to keep their children at home, increase online options such as Edgenuity and Odysseyware (differentiated instruction taught by special educators online)
- Review and revise IEPs to reflect closures and the impact they've had on the individual child's learning.
- Updated QBS training and/or modifications specifically for CABS and Structured programs due to CDC recommendations.
- School teams need to establish tiered levels of support and a consistent referral process for students in need of academic or social/emotional support to include possible screening tools & identification of specific personnel & strategies to address these concerns in order to make informed decisions about who truly needs special education services.

### **Compensatory Education:**

- Decisions regarding compensatory education services will be determined on a case-by-case basis. Students will be assessed upon the reopening of schools. If it is determined that the student has experienced significant regression without recoupment in a reasonable amount of time, compensatory services will be provided via the following:
  - ESY
  - After school tutoring/clubs
  - 1:1 therapies provided at mutually agreed upon time

**Staff Related:**

- Provide Training on:
  - Cleaning and disinfecting objects and surfaces
  - Respiratory hygiene
  - Hand washing
  - Procedure for wearing face masks and gloves
  - Social Distancing
  - Training on utilizing the online instruction and specialized assessment options available.
  - Training on confidentiality when conducting online IEP/MET Meetings
  - Training for paras to assist teachers with the creation of materials and to support online classes.

**Parent Related:**

- Access to technology
- Training on how to use the technology to help their children with the online curriculum and virtual classroom format.

**Reopening of Schools  
Transportation Operational Plan  
2020-2021**

**Focus on reducing the number of students on a bus**

- Encourage parents to transport students
- Enforce board policies, transportation policies, boundaries, and ridership
- Reduce ride times for Special Education students by moving them to their home school
- Survey parents to get accurate student count for transit and special education students

**Preventive Measures**

- Designated cleaning time in route to ensure buses are disinfected twice daily
- Encourage staff and students to wear mask and gloves on buses
- Seating chart with 2 students per seat
  - Sibling seated together
  - Neighbors seated together (parent permission)

**Adjust Transportation Routes**

- Use Traversa to create optimized routes to:
  - shorten ride time if possible
  - create routes by feeder schools
- Spread out bus stops 600 feet per Arizona Minimum Standards to create social distancing while students wait for the buses

**Additional Resources**

- Use trainers and office if necessary to cover routes
- Work with HR to recruit, hire, and retain drivers and aides to make shorter routes

**IMPORTANT UPDATE:** All PV Substitutes have a PV email address. In order to use that email account, you will need to know your username and password.

Your **username** will typically be the first initial of your first name followed by your last name. For example, the username for Rhonda Stengle would be rstengle. [There are some exceptions if there is another or others that have the same first initial and last name as you. In that instance, your username might be the first 2 or 3 initials of your first name followed by your last name.]

If you do not know what your password is:

1. On a computer, phone, or tablet open a browser (Chrome, Safari, or Firefox) and enter [password.pvschools.net](https://password.pvschools.net).
2. Scroll down to the box and enter your [username@pvschools.net](mailto:username@pvschools.net) (i.e. rstengle@pvschools.net).
3. An email will be sent to your personal email.
4. Within an hour, open that email, click on **Please Click Here**, and you will see two different passwords. **You only need to note your District Assigned Temporary Password.**

Now that you have retrieved your temporary password, for security reasons **you must change this password RIGHT AWAY.**

To change your password:

1. On a computer, phone, or tablet again open a browser and enter [passwordreset.pvschools.net](https://passwordreset.pvschools.net).
2. Click on **Enroll**. You must do this before changing your password.
3. Where indicated, enter your username and password. Do nothing with the domain and click on **Next**.
4. You will now need to select and answer 3 security questions. On the screen for the first question, select your question by clicking on the triangles at the end of the question shown and then clicking on a question of your choosing. Then enter your answer twice. Be sure to remember this question and answer -- and make special note of the spelling of the answer and whether or not you capitalized the word.
5. Click on **Next** and repeat this step two more times. [Note: Each of the questions must have **different** answers -- no two alike. Each answer must be only one word (i.e. New York must be combined to be Newyork). Each answer must have at least 4 characters in it.]
6. Once you have completed enrolling, it is now time to change your password. You will be returned to the main screen. Select **Change password**.
7. Enter your username and password where indicated. Do nothing with the domain and click on **Next**.
8. Follow the guidelines on the next screen. Create a new password that is totally different from your previous password and enter it twice. Select **Change**.

You should now get a message indicating that your password has been changed. In the future if you forget your password, return to this website, click on **Forgot password**, and follow the on-screen prompts.

To access your email:

1. Go to [this link](https://sites.google.com/a/pvlearners.net/authentication-portal/?pli=1). <https://sites.google.com/a/pvlearners.net/authentication-portal/?pli=1>
2. Select **G Suite**.
3. Enter your username and password where indicated.
4. Click on **Sign In**.

Your District email will now open.

## Reopening

Julie H. <jhapeman@gmail.com>

Sun 7/12/2020 1:34 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Please forward to all Members of the Board

Dear Board Members,

I miss my students terribly and believe some sort of in-person contact would be most beneficial. However, I'm extremely worried about going into the schools. COVID-19 is on the rise here and we are lacking ways to regularly test people for COVID or to make sure teachers and students have (and properly use) PPE. While professional athletes have access to regular COVID-19 testing and they're in a "bubble" to protect them, we have long lines, limited testing locations, and a several day wait for results in Milwaukee. I plan to get tested before I return to work, but I'll have to do it 2 weeks beforehand in order to get my results in time. Within the waiting period, I could possibly get infected and not know it. The city and state are not prepared.

I continue to have concerns about the cleanliness of schools, having heard stories of people going into summer school sites and finding no cleaning to have taken place (one teacher found rotten food and an open can of soda on the desk she was assigned). This is after administration had been touting the cleaning that was taking place. I feel the district has good intentions, but I don't trust that we are prepared.

Whatever the rollout, the expectation for safety needs to be transparent and applied consistently from school to school. As an itinerant teacher, I see district policy vary from school to school. Please make it public and put in writing for all to access.

Sincerely,  
Julie Hapeman

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## NO ONE WINS, BUT NO ONE DIES: WHAT SCHOOL MUST LOOK LIKE IN FALL OF 2020

*July 9, 2020*



Save



Hey there, Suitcase Scholar readers. It's been a while, huh? I'm sure you understand, as there really hasn't been much to write about in the travel world as of late, what with the world being closed and all. So today I'm not going to write about travel. I'm going to write about the other thing I know a lot about:

K-12 public schools.

You may not know this, but I was a classroom teacher for a decade. I left the classroom to become a consultant in the world of ed tech, data, and assessment and have since had the privilege of working with educators and leaders in schools in half of the states in the US. I have worked in small rural schools in the middle-of-nowhere, I have worked in suburban districts across the country, and I have worked in both small and large urban districts, including three of the four largest urban districts in the country.

So when I say that I know a little bit about what schools in America look like, believe me. And even if you don't believe me, know this: I sure as heck have been inside more schools than 99.9% of the people currently making educational policy decisions surrounding how and when to return to in-person instruction this fall. Specifically—I am entirely certain that I worked in more public schools than the leader of this great nation. And because that leader has decided to take a stand this week and pronounce that all schools *must open* for regular, full-time, in-person instruction this fall, I have thoughts about how that can be done safely:

**It can not be done safely.**

Full stop.

And it most certainly cannot be done safely with no additional guidance or funding.

I could get into why this is, but talking about the problem is just wasting time. It's July 8th; we are all out of later. Decisions must be made NOW which will ensure that students are able to begin learning in the fall. So I'm going to skip to my solution.

Warning: this solution will not make you feel all warm and fuzzy about sending your kids back to school. There is no warm and fuzzy solution to the problems we face this year. But this solution will accomplish the following three very important goals:

1. It will prevent the loss of human lives.
2. It will allow the economy to re-open.
3. It will ensure that students continue to receive an education.

Those three goals I just outlined are listed in order of importance. Because if people are dying, there can be no economy and there can be no continuity of education. That is a very important thing to keep in mind as you read over my proposal below. Because no matter how much you want this school year to look like any other school year, ***it can not and it will not.*** If we want to accomplish all three of these goals, here's how it can be done:

- All instruction goes online. Devices are provided to all students who do not have access to a device in their home. Assistance is given to provide adequate wifi for all students in all districts, especially in traditionally under-resourced communities.
- All educators work remotely to provide standards-based, high-quality virtual instruction for all students, K-12.
- All students in grades 7 -12 work on this instruction at home, as well as any students in grades K – 6 who have access to supervision by families/caregivers.
- Brick-and-mortar school buildings are set up with strict social distancing in place; desks spaced apart, partitions, and required masks for everyone.
- Parents of students in grades K – 6 who are unable to return to work due to a lack of childcare can elect to send students to these brick-and-mortar schools.
- These schools will be staffed by low-but-living-wage workers who will do nothing but monitor these students—from a safe distance. They do not provide instruction; they are present only to ensure that students are supervised and that all necessary safety protocols are followed. Think of this as a cross between babysitting and co-working.
- When a vaccine is developed and distributed, this dystopian version of school will cease and everything will go back to normal, ideally in the fall of 2021.

The above plan requires some funding—the funds saved from getting rid of school transportation will not entirely make up for the additional costs of providing monitors for students who must spend the day in a building, and many urban districts don't provide transportation anyway. But ANY plan for returning to school this fall WILL require extra funding. Or else people will die.

The above plan requires parents to make some pretty huge sacrifices. But ANY plan for returning to school this fall WILL require sacrifice. Or else people will die.

The above plan requires teachers to swiftly and effectively learn best practices in digital/remote learning and integrate those practices into their instructional planning. But ANY plan for returning to school this fall WILL require teachers to make adjustments and learn new ways to approach instruction. Or else people will die—and many students will cease to learn and grow.

The above plan requires students who need to be in a physical school building to wear masks. But—you see where I'm going with this by now I'm sure—ANY plan for returning to school this fall WILL require students to wear masks. Or else—say it with me now—**people will die.**

I hear your disapproval. I really do, and I get it. The scenario outlined above is not what we want for our nation's children. I'll be the first person to admit that fact. But there's no other scenario I've seen discussed which can accomplish all three goals—keeping people alive, re-opening the economy, and providing an education for all students. Whatever more-normal version of school you *think* can happen in the fall **can not happen** in the fall. If schools go back to in-person, 5-days-per-week, masks-optional operations, they will do so for two weeks—three, max. And then people will get sick. And then schools will close again. And we will be right back where we were in March. And no one wants that. Not parents, not students, not teachers.

So I am begging schools and districts across the country: figure this out now. Stop measuring the distance between desks. Stop marking tape marks on the floor in six-foot increments. That is not going to work and you know it. Take this precious time you have right now—this precious, very limited time—and come up with a plan that *is* going to work. A plan which protects your students and their families and your staff and their families. The ultimate goal is that **everyone** in your school community, young and old, is there to celebrate when you finally, *finally* re-open your doors for regular, in-person instruction in the fall of 2021.

**Edited on 7/11/20 to add:** *Well gee. I didn't think this little post would take off like this. It's been viewed over 40,000 times in the past 36 hours, which is a lot for my little blog. Thank you to all of you for your thoughtful comments. I do need to add: I realize I have not accounted for special education needs or English language learner needs. These are not my areas of expertise, but I recognize that these students also require tailored support during remote/augmented learning. I'm happy to hear your thoughts on how to do this safely—feel free to comment below! I'm approving comments as fast as I can^ Thanks for reading!*

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*Lori Pratt*



July 9, 2020 at 9:23 pm (<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98761>)

This is a great solution. It's outside the box, and considers all variables. Why aren't our "great leaders" working on this? Don't answer that, it's rhetorical.

REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98764#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?repytocom=98764#respond))

*Tracy Antonioli*





July 9, 2020 at 11:16 pm (<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98764>)

Thanks, Lori. There are several things I could not address—specifically how to support special education needs/IEPs. I'm not well-versed enough in that regard to be able to speak to it. But that also needs to be addressed.

And yeah. I won't answer your rhetorical question. At least not publicly. 😊

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REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98787#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=98787#respond))



*Sandy*

July 11, 2020 at 3:21 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98787>)

This is a great solution. Aren't school decisions made at the District and State levels? (Not at the Federal level.) If political agendas cannot be put aside, nothing will be accomplished. Suggest if you agree with this solution, you take it to your district school board, and/or Governor, AND your local press, then work to get it accepted.

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REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98795#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=98795#respond))



*Gregg*

July 11, 2020 at 5:34 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98795>)

This is absolutely insane. Having teachers work remotely and paying people to "watch" kids in schools? Ok, then you don't need as many teachers to teach..... Teachers were paid a full salary and expected to work only 3 hrs. A day during remote learning. There were some teachers that could care less about their kids. There were some that went the extra mile. These kids need to see, hear, and interact with teachers. Period. ^

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98804#RESPOND)



*Tracy Antonioli*

July 11, 2020 at 7:07 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98804>)

I am sorry that that was your experience. I can assure you, many teachers worked much, MUCH more to facilitate online learning this past spring. And will continue to do so.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98905#RESPOND)



*Kari*

July 12, 2020 at 3:50 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98905>)

I also am sorry that was your experience. At my school, most teachers were putting in more hours than they usually did, which is saying a lot because many (if not most) of us already worked 10-20 hours above and beyond our contracted hours per week.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98909#RESPOND)



*Heather F.*

July 12, 2020 at 4:36 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98909>)

I don't know any teacher that put in just three hours a day. As a teacher I was available online all day. I had scheduled office hours and popped online when students emailed me for help throughout the day. I was making parent phone calls to check<sup>^</sup> on

the well being of not only students but parents as well. I was also up until 10 pm most nights recording read alouds and lessons. I was creating digital content pretty much everyday. Oh and then I graded seven days a week as work was being submitted. Maybe three hours is what you saw, but a multitude of hours was spent behind the scenes. Trust me it was a lot harder than in person teaching. I'd rather go back to school. But if online teaching is what's best for everyone's health, I'd do it happily.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98914#RESPOND)



*Joan*

July 12, 2020 at 5:01 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98914>)

I am a teacher and started on my computer at 7:30 am. Most of the week I was online answering students questions, replying and reading emails and planning lessons to post. Most days I was not off my computer until 8:00 at night, with one lunch break and one dinner break!! There was not a single day that I was able to complete my work in 3 hours. You have no idea!!

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98918#RESPOND)



*Tiffany*

July 12, 2020 at 5:13 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98918>)

Do you have any clue how much planning went into what they were being forced to do? How much of a learning curve was involved in ditching their established plans and learning an online platform, figuring out how to best provide that

^



instruction, while trying to keep kids engaged? FYI..when you remove transitions between classes, recesses, PE, electives, lunch periods, etc., you end up with about three hours of instruction.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98920#RESPOND)



*Susan*

July 12, 2020 at 5:51 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98920>)

Gregg, if you think teachers were only working 3 hours/day this spring, you are misinformed. We had to provide, design and support three hours of learning per day, yes, but the preparation was FAR more involved than in face to face teaching. Also, in addition to running a full Google classroom, I ran Zoom meetings for my third graders for 2.5 hours daily. There were days when I had “lunch” at 4 pm. I felt like there were no boundaries between work and home; I was “on” 24/7. Please don’t discredit the amazing work of teachers this spring; we rose to the challenge like the professionals we are, and we deserve respect and support, not accusatory complaints that we’re overpaid and just sitting at home.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98929#RESPOND)



*Heather*

July 12, 2020 at 7:09 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98929>)

My time was a little more flexible during remote learning, but I definitely worked WAY more than 3 hours a day! It took a lot to transition everything we’ve always done in person to an online setting. There is still much to learn & room for improvement. Curious, Gregg...you seem very concerned about the number of hours worked during remote learning, and appear to begrudge

teachers their pay . Are you as concerned and vocal about disparities in teachers' time when they're working 60-80 hour weeks? No snark intended, it's a serious question.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98937#RESPOND)



*Nancy*

July 12, 2020 at 8:35 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98937>)

I am not sure of which teachers you know only worked 3 hours???? We worked all day, beginning with the early risers who had questions (or needed tech help) early. Then, throughout the day, we looked at and responded to all or most student work.... we attended meetings with our school, PLTS with our grade level, and district level PD! I had parents that couldn't help their child until well into the evening (either due to shared devices or parent(s) work schedule! Many nights that happened at 10pm or later! I made 43 in-person home visits so my kids could SEE me! To give students a chance to reunite with their classmates, I scheduled ZOOM talent shows and virtual play dates! We had zero blueprints, but my colleagues and I did whatever was needed. We dropped off STEM kits for students to use. When support sites the district provided ran out of that "free trial," we paid out of our own pockets to continue its use! Did I mention, we read stories to our students (w/mini lessons) EVERY night on FB live? Whomever these mythical creatures are... the ones that only worked 3 hours a day... I'd love to meet them! Words have power, sir, please consider that in the future. 🧑

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98939#RESPOND)



*K. R.*

July 12, 2020 at 8:45 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-> ^

but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98939)

What happened in March became a crisis management situation. Schools and teachers were caught off-guard in a situation that they've never had to do deal with. Grades were frozen, at least in my state, which meant that of course some students would not participate. I can tell you from personal experience that I worked twice as hard and twice as long to make sure my students had what they needed. I've now taught online summer school and put in more work. I've taken courses online to help me create better lessons for distance learning. Starting the new school year online will be actual education and not crisis management. Districts are working their butts off to make sure they're prepared. And do you know why? Because lives come first. You can workOh and improve distance learning. You cannot bring a student, teacher, administrator, or staff member back to life.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98941#RESPOND)

*Jane*



July 12, 2020 at 9:07 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98941>)

We were paid full salary for remote learning, but we were available from 8-4 every school day. We worked hard to help our students.

We worked more than 3 hours a day, that is for sure. Some of us worked until 5 or 6 answering parent emails and sometimes even on weekends, we answered parent emails if they were of an urgent matter.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98942#RESPOND)

*Sherry Smith*





July 12, 2020 at 9:15 pm (<http://www.suitcasescholar.com/2020/07/one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98942>)

What if that interaction they need results in the death of the teacher, child's loved one, a friend of the child, or the child itself? Was the interaction worth it? How will you handle it then? They aren't going to be able to interact as they have in the past. I had more interaction in the spring with some of my students than I might have ever had in the classroom. They were much more comfortable asking questions or for help.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98945#RESPOND)



*Emily*

July 12, 2020 at 9:59 pm  
(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98945>)

Gregg, that is just not true. My co-workers and I have literally never worked harder. ...and we are not an anomaly. I, personally, had 10-12 hours of "live" classes every week + all the time it took to create an ENTIRELY new online curriculum with zero support or warning + all the time I spent giving specific and meaningful feedback to my students' work to make sure real learning was happening + all the time I spent returning kids' emails, talking to them on the phone, returning parent emails, etc. + all the time spent in individual google meets with my students who were struggling (both academically and emotionally).

Your comments are incorrect, let alone disrespectful to everything that teachers have done these past few months. AND If you are wondering what we've been doing with our "free time" this summer, we've been planning 3 different curriculums. One that will work with distance learning, one for hybrid, and one for in-person learning, but where we must socially distance and wear masks...the new "normal"...which ABSOLUTELY will change our instructional practices. Why? Because we aren't even part of the conversation. Because our districts will decide for us what the fall will look like without consulting the people who will actually be affected by this.

Realize teachers are not martyrs. It's become very clear how little value we hold to so many on this country though, over these past few weeks, so thanks for making it clear where you stand.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98960#RESPOND)



*Ms Heal*

July 13, 2020 at 12:30 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98960>)

I taught sixth grade remotely in the spring and I worked 2-3 hours more time than my contracted time each day. I had to create all assignments digitally, record myself teaching, and grade all of the student work to be sure that each student understood the concepts. In person school, takes a fraction of the time as online!

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98969#RESPOND)



*Lori*

July 13, 2020 at 2:06 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98969>)

Being a middle school teacher, I worked 10 hours a day and that was just being online for my students. This time doesn't even account for the hours of planning and I was there for my students and their parents at the drop of a hat and into late hours for parents. Sorry that you had a bad experience, but my colleagues and I weren't paid enough. I also spent many hours worrying and even crying about students and their wellbeing.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98979#RESPOND)



*Lisa (http://FB)*

July 13, 2020 at 2:59 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98979>)

Not sure where you get 3 hours a day??? I clocked in every day at 8:30 and out at 3:30. Yet I was still collecting data before I clocked in and had google meets with many students and teachers after clocking out, because later hours were better for parents. If you asked, I think most staff put in more work and time to makes NTI better for students and their parents. I'm speaking for Boone County. We were never told to put in less hours.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98991#RESPOND)



*Christopher*

July 13, 2020 at 4:08 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98991>)

What hard evidence do you have of the specific hours certain teachers put in online? My wife and I are both teachers so I'm very interested to gain some insight into this statement. Both of us are in 21st year of teaching FYI. Btw teachers would much rather be on school 100%! But not to put your child at risk or someone else in your family, my family, or another students family. Agree? One problem is that they haven't studied young students so they have no data on transmission from this particular demographic. Just once, or YouTube it ... when the bell rings and the halls are bustling, lockers, bathroom, kid's being normal kids.... there is a major traffic jam and almost impossible to pass through the hallway if not impossible. Classrooms are very small.

I would love my children to go back to school, they are wanting<sup>^</sup>

nothing more, but how bad would we regret a rushed decision if this rush to school goes sideways? And no we're learning that up to 40% of people could have no symptoms but still be spreading the virus, with no contact tracing available. Lots of obstacles but please don't attack teachers unless you have specific evidence with a specific situation. Can't paint all teachers with the same brush. Thanks. We're all hoping for the best, safest learning environment (which includes social interaction with peers) that we can achieve without increasing the danger to everyone in the school system who would in return home and spread the virus there. Very complicated situation.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98995#RESPOND)



*Terri Sage*

July 13, 2020 at 4:32 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98995>)

At high w Co oil level I worked 50 hour weeks making instructional videos, attending ongoing professional development for remote learning, holding zoom office hours, calling parents and students to keep them on track, grading many times through every assignment so all students had a chance to turn in late work for full credit, creating online assessments, keeping a class web page and more. Three hours in your dreams!

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98997#RESPOND)



*Denise*

July 13, 2020 at 5:02 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98997>)

I worked between 14-16 hours a day during remote learning! Don't for one minute think that teachers would not rather be in the classroom. Excuse us for wanting to keep ourselves and your

kids safe!

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99000#RESPOND)



S

July 13, 2020 at 6:03 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99000>)

THREE hours a day?? I worked longer hours than usual, and more than 5 days a week, to ensure my students received the best possible remote learning experience. And as Tracy said, I will continue to do so if that's the model we move forward with. And I agree that students need to see, hear, and interact with teachers. I did everything I could to make that happen this spring, and will do the same moving forward. No, it's not the same as in person learning, especially for the students in my special education program, but I do not want ANYONE to die because someone who has never taught in a classroom made a poor decision about what this fall should look like.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99004#RESPOND)



Rory

July 13, 2020 at 7:16 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99004>)

Wow that's interesting because I know for a fact ours worked as many if not more hours to make the curriculum transition online and functional – and provided one on ones with our children several times a week as well as conducting live group classes daily and making prerecorded content and online assignments- and then there was also reviewing work we submitted

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99010#RESPOND)



*Laurie Rapp*

July 13, 2020 at 8:19 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99010>)

What parents didn't see were the number of hours teachers put in to make those lessons digital with absolutely zero training. As a teacher, I worked more hours working from home than I did working during "regular" school. While my required office hours were only 3 hours a day, I, and the teachers I know, worked so much more than that. We are normally underpaid for our work as it is. During this time, even more so. I'm so tired of people thinking that my barely above the poverty line salary is undeserved. My 18 year old son is nearly making my salary at his first full time job! I love my job, and can't imagine doing anything else, but it is tiring. It would just be so nice to not have folks undermining our work with comments about undeserved pay.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99015#RESPOND)



*Terri Ackerman*

July 13, 2020 at 9:20 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99015>)

That's really sad that you apparently encountered a few lazy teachers. I am a public school teacher in NYC, and my personal experience, as well as the experience of every teacher I spoke with, was that we were working MANY, MANY more hours in our remote classroom than we ever had in our physical classroom! Even if teachers may have only been engaging with the whole class or groups of students for a few hours of the day, the rest of the day (generally well beyond the hours of a regular school day) was spent responding to individual students' work and planning an entirely new way of delivering the curriculum. I have not

heard ANY teacher in any of the many teacher groups I am part of comment that remote instruction was easier or less work than being in a classroom. In fact, being given three days to totally reinvent the entire way we have been teaching for 20 or 30 years was a monumental feat!

Many of the kinks have since been ironed out, but we still have much to figure out. The first time doing something new is always the hardest. I don't know any teacher who prefers remote teaching to face to face teaching, but I do know many who prefer not to risk their own lives and the lives of their families, students, and students' families, by returning too soon. Parents and teachers are on the same team! We want what's best for our children! I think everyone agrees that remote learning can NEVER replace face to face learning.

Although it will be a new challenge to develop teacher-student relationships if teaching is done 100% online, I think it is preferable to do whatever is necessary to prevent more people from dying needlessly.

Therefore, I think this plan is the best one I have heard so far! It truly accomplishes all three goals!

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99020#RESPOND)



*Holly*

July 13, 2020 at 10:45 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99020>)

The point is Gregg, we don't want dead or covid infected children or teachers. This is far from ideal. However I think it's a good solution. The children who can be cared for at home can stay there; the children who need childcare can go to a physical building and be watched. There would have to be some trained / certified teachers present somehow to ensure child safety. Kids need to socialize but they need to be healthy in order to do so. On the not-to-distant past, people didn't even get to go to school. The wealthy were tutored in their mansions and castles. We've got to do our best while keeping the virus from taking over our school population. ^

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99021#RESPOND)



*Stephanie W.*

July 13, 2020 at 11:22 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99021>)

3 hours a day? Where? My teaching day began at 5:30 am to be sure everything was uploaded and to start grading assignments that came in overnight. I was finished for the day at 4 pm and still received messages for help and clarification until after 11 pm. I worked well over the contracted day to ensure online instruction was actually occurring and meaningful... without support or resources necessary to teach 2 of my courses. I made or ordered my own.

Let me tell you that I teach chemistry and anatomy and physiology in high school; I also teach microbiology and anatomy to nursing students. I've attended the didactic portion of physician assistant school. I understand and TEACH how the spread of pathogens occur, AND I work in a brick and mortar school. I am telling you that there is 100% NO WAY that school districts can keep your child 100% safe.

Recent statistics show that 0.16% of children have died. In a small school district of 2500 students, that's 4 students. In a larger system of 100,000 students, that's 160 students dying. Are you willing to take those statistics and hope it's not your kid? And that's not counting how many get sick with long-lasting effects. Or who take it home to their families.

Just because you have an uneducated opinion, doesn't mean it should become reality.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99025#RESPOND)



*Jennifer*

July 13, 2020 at 11:53 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99025>)

I am a second grade teacher and met live to teach my students in the morning and the afternoon. In between that I worked through google classroom on posting assignments, emailing or calling parents, participating in meetings and professional development. This was not a 3 hour job, but was still a full time job that required me to log what I did each day for my administration to keep teachers accountable. It was not a break for me and was mentally and emotionally exhausting as I did my best for my students who were still there to learn.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99030#RESPOND)



*Shauna*

July 13, 2020 at 12:27 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99030>)

Then people will die

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98910#RESPOND)



*Daphne D.*

July 12, 2020 at 4:39 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98910>)

Gregg,

What good is everyone being at school if both teachers and students infect each other with Covid-19. It is really easy to make such bold statements when you are obviously not a teacher. If you think teachers work only 3 hours a day then you are completely foolish! We work around the clock and are never compensated for it- and you are proof that we are definitely NOT respected! Sad sad sad!!!!



REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020?REPLYTOCOM=98919#RESPOND)



*Wendy*

July 12, 2020 at 5:51 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98919>)

I disagree. I work in the school system and teachers did not only work 3 hours a day. They worked more then in the classroom with doing virtual lessons responding to emails, trying to do progress reports, figuring out how to reach out to kiddos that needed extra help and so much more. All teachers and school staff deserve a huge thank you for all they do!

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020?REPLYTOCOM=98949#RESPOND)



*Kathryn*

July 12, 2020 at 10:31 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98949>)

I'm not sure which state and/or district you are in, but I promise you the teachers in my district worked way more than 3 hours per day. I would even go so far as to say that many of us worked more than our normal contract hours. At my campus, high school, myself and most of my colleagues made ourselves available almost all of our waking hours, including weekends, to accommodate our students who couldn't work during regular hours because they were babysitters to siblings while essential parents worked. If you genuinely feel that the teachers in your district were getting paid to do "less than" their contract hours, or offered subpar work, then I think you should talk to the people who govern your district.

The solution presented herein is a viable one; it allows for students to "see, hear, and interact with teachers." In fact, online instruction in this particular time is likely to foster more communication. For

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example, I will not be circulating to and/or around student desks if we are in the building this fall, but I can provide one-on-one instruction via video chat if we are teaching online.

Since we know that some children are going to die if we open all the way back up to full classes sizes with in-person instruction, let me ask you something: what number of children are you willing to sacrifice for this? Like a specific number of how many dead kids that would be an acceptable loss for you.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98952#RESPOND)



*Susan Kelly*

July 12, 2020 at 11:11 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98952>)

Gegg,

I teach in CT. I was managing online learning and teaching for 11-15 hours every day, including 6-8 hours Sat-Sun every weekend. As a music teacher, I have 700+ students. Every student had to be accounted for and tracked. Lessons were planned, along with assessments and responses. Zoom communication happened. Then each and every response/assessment had to be logged and transferred into our grading system so that student engagement could be tracked and monitored. I don't know where you get 3 hours from. For those that were struggling to remain engaged, there was student and parental outreach, engagement with team leaders and counselors and a few virtual performances utilizing student recordings. Since these recordings were done at home on various devices and utilizing various platforms, and there was no experience or equipment on my end to coordinate these recordings – I can't tell you the number of hours.....Anyway, you are misinformed. Please stay well and I wish you and your family the best.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98956#RESPOND) ^



*E S Greenlee*

July 12, 2020 at 11:35 pm (<http://www.suitcasescholar.com/2020/07/09/one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98956>)

I have no idea where you are located, but as a high school teacher, I work at least 12 hour days during our remote time as did my colleagues. A normal hour day was required by all teachers but with going remote and everyone getting used to it, plus many of my students were watching younger siblings during the day, it was necessary to be available for them. Not only that, I followed up with a phone call to the student and parent if they did not show up or turn something in. So the three hours is way off base. Agreed, I think the majority of teachers feel exactly as you do, we miss our kids and the internet as well, but how many disruptions and missed learning opportunities will we also encounter when someone tests positive in class, and we all quarantine 10-14 days. I personally think this plan provides common sense and helps everyone, especially those without the resources at home. A great way to help bus drivers and teacher assistants as well.

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REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98958#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=98958#respond))



*Yvonne*

July 13, 2020 at 12:02 am  
(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98958>)

Gregg: Teachers are not childcare providers. If parents need childcare providers because their employers are forcing them to go back to work at the job site, we need to examine that outside of the auspices of school. Maybe businesses need to work that out so that they can take better care of employees by providing onsite childcare, or paying employees who have children more money to secure childcare. And contrary to your assumption, teachers worked many, many more hours than traditional teaching in a remote learning setting under extreme stress in a crisis. Teachers deserve every bit of their low salaries, and THEN some, for the work that they do.



REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98964#RESPOND)



*Mrs. L*

July 13, 2020 at 1:02 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98964>)

In response to Gregg:

I worked remotely as a first grade teacher from mid March through the end of the school year. I can assure you that I spent anywhere from 8-10 hours daily preparing, creating, video recording lessons, modeling examples of assignments, and providing written and verbal directions to students for each activity. In addition, I had online Zoom meetings with small groups of students, whole groups of students to allow for classmates to interact and promote social-emotional well being, and one-on-one Zoom meetings to help the students who had little support at home. This doesn't include providing feedback to all students' work, responding to and sending parent emails, and being tech support to many students and families.

I also met online with my teammates to plan multiple times per week, and sometimes several times each day! Did you know that when teachers weren't doing all of these before-mentioned tasks, we also needed to attend professional development hours online?

By far, teaching remotely was way more time consuming than in class teaching. I can say with certainty, I used every ounce of energy to create every lesson from scratch from my home during this time.

Let's not forget that during remote learning instruction, I was a mom, a wife, a cleaning lady, chef, teacher, etc. I spent my breakfast, lunch, and dinner time helping my own children, ages 5 and 7, to complete their remote learning assignments. That was about the only time I had to help and spend time with my own children M-F during the months of remote learning.

So anyone who thinks that remote learning only took 3 hours out of teachers' days, you are very terribly mistaken. My students got more of my time than my own children.

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I encourage you to stop criticizing the teachers, and put yourself in the shoes of a teacher of 20 first graders who's also a mom, and wife. Perhaps then you'd be more appreciative of what we were committed to doing for the sake of our students, your children's, safety.

Maybe this will change your mind about remote learning. I can tell you that first graders wearing face masks, sitting in their own little bubble, working alone in class, and probably very scared, will not be a good environment for kids to learn. Rather than spending time rationalizing how school will be safe for your child, start realizing that would only be risking so many children's and teachers' lives, including yours. After teaching for 15 years, I can assure you, this will not be safe, which is why I won't be sending my own kids back to school until there is an effective vaccine and treatment for COVID-19. I'm trusting my children's school and teachers to be planning great lessons for continued remote learning, just as I did.

Please start supporting the teachers. Allow us to tell you this is not safe. We need the time to plan ahead for remote learning, so that it will be more quality instruction than the first time we were thrown into it last spring. We can and will be better at remote learning because teachers don't settle for mediocracy.

So you choose.

Do you want your children safe and receiving quality remote learning from the start of the school year until it's truly safe to return to school, or do you want your child to return to class where teachers will be spending most of the class time trying to keep your kids safe by policing social distancing, mask wearing, and hand washing, while waiting for the first student in the school to be diagnosed with COVID 19, thus returning to remote learning at a moment's notice with teachers unprepared once again?

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REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98970#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=98970#respond))



*Tanya Taylor*

July 13, 2020 at 2:06 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98970>)



Are you kidding me right now? Do you know how many hours were required to prepare virtual lessons, by teachers who did not sign up for this and had no experience with it. It is true that all teachers are not created equal, but is the same in the classroom. I would make available tutors for children who struggle with this kind of instruction. It is less than ideal and not what any of us want, but such is life!

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98973#RESPOND)



*Tara*

July 13, 2020 at 2:36 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98973>)

My students did see, hear and interact with me, just not in-person. In my district, we had 1 week to prepare. This included mandatory online training throughout the day. I had to login/logout per my contract (745 am-4 pm). I had to do daily attendance, submit lesson plans, post lessons on multiple platforms (Google classroom, seesaw, flipgrid), grade assignments, communicate with admin, teachers, parents AND students, attend weekly faculty, department and committee meetings, etc. Did I mention that as a music teacher assigned to two campuses, I had to do all of this for both schools, Kinder though 5th grade (a total of 460 students)? On top of that, I also had to monitor my own child's class work and care, as well as teach myself technology I was unfamiliar with. I was lucky and happy to get 3 hours of sleep.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98983#RESPOND)



*Brian Krauklis*

July 13, 2020 at 3:34 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98983>)



Gregg, I would agree that it “seems” like a teacher would work less. However, I put in much more time than I would if we were in normal time, most weeknights finally stopping around 8 pm, and often answering parent messages that came in the evening up until 10 pm so I could get them a quick response. I did not hear one teacher at my school say remote learning was easier. We would all take going back to full classrooms in a heartbeat if it could be done safely!

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98989#RESPOND)



*michaelle*

July 13, 2020 at 4:06 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98989>)

I dont know any teacher who worked 3 hours a day. I spent between 9-12 hours a day with remote learning. So no idea who you kniw that only worked 3 hours and received a full wage. I didnt receive compensation for the extra hours because I wanted my kids to have engaging lessons and that took time.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98990#RESPOND)



*michaelle*

July 13, 2020 at 4:07 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98990>)

\*know (sorry, broken finger and splint keep hitting wrong keys.)

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99009#RESPOND)

*JoAnne Thaves*





July 13, 2020 at 8:18 am (<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99009>)

Gregg, I don't know what your experience was, but I spent many hours in spring – teaching, communicating and supporting families. Planning and needs to be included within the 7.5 hours of teacher time. As summer stc have continued my learning of how to teach and present instruction virtu that is engaging, not an easy task.

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REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99013#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=99013#respond))

*Vickie*



July 13, 2020 at 9:04 am  
(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99013>)

Hey Greg. We were given 24 hours to come up with online learning. That first week, I was sleeping 3 hours per night. After several months of it, I was still getting up at 3am every day to try to answer student emails, reach out to students. We were required to call each of our students (I had 85ish) 2x per week. I usually only made it once. I had to write and record four 30 minute videos (entertaining enough to get kids excited about being on a computer) in totally different subjects. I met with students in office hours. My own son didn't get any learning because I was too busy trying to plan, track down and engage 85 different students in very different places with very different needs. So unless you were doing it, please don't say we were working 3 hours per day. Of course I would rather be in school. But our building is old, 200 students share the same malfunctioning bathrooms, there is no ventilation in many rooms, classrooms are often crowded and when we bring up these concerns, we are blown off. This is not safe for anyone.

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REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99029#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=99029#respond))

*Lisa*





July 13, 2020 at 12:10 pm (<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99029>)

Gregg, you're right—kids need to see, hear and interact with teachers. But not in a situation where that can happen safely. I know that, on the surface looks like teachers work a 3-hour day and that's it, but most teachers I know (myself included) have never worked harder in the midst of covid. I want every person learning as much as you do. There are things that are very difficult to achieve virtually. But risking our lives to recreate an educational experience that—let's be honest—is really only serving a certain demographic...that would be insane.

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REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98906#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=98906#respond))



*Emily B*

July 12, 2020 at 3:51 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98906>)

I agree that we go to 100% virtual learning. However, I fundamentally don't agree that some students get to stay safe and some still go to stripped down daycare. Parents should be paid to stay home. This plan continues to sacrifice poor people who, as we know, are mostly people of color.

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REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99055#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=99055#respond))



*Tracy Antonioli*

July 13, 2020 at 2:40 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99055>)

Paying people to stay home would be my absolute first choice. 100%.



REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98912#RESPOND)



*Venita Garnett*

July 12, 2020 at 4:43 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98912>)

There is a LOT to like about this plan. I have some questions so I can round out this vision in my mind. What are the kids at the brick and mortar actually doing all day? Their online lessons should not take all day. Are they allowed to play together? Are they sharing materials, toys, etc. Additionally, if they are being monitored from afar, then perhaps non-classroom teachers should be doing it as the art of keeping order is an acquired skill. I am assuming these kids would be socially distanced in classrooms and assigned one person as their cohort leader.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99053#RESPOND)



*Tracy Antonioli*

July 13, 2020 at 2:37 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99053>)

Getting students outside as much as possible would be key. But this is challenging in many neighborhoods and climates, so that would need to be a school-by-school decision.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98915#RESPOND)



*Liz Homer*

July 12, 2020 at 5:07 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98915>)

This is a lovely, and doable solution. I work with CI students and they need to be in school every day. They need the help of teachers and special education Para professionals. And ELL students as well should be 5 days. Everything else is great!

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98922#RESPOND)



*Dave Nettleton*

July 12, 2020 at 6:03 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98922>)

Great ideas...where is the research to support your suppositions? What about areas of the country that have done a good job controlling the virus? Not places that say they have, but former hotspots that have controlled the virus through masking, distancing & testing? Can't they begin to open for some in person learning with what has been working. Increases in cases result in decreases for in person learning.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98954#RESPOND)



*Michelle Stahl*

July 12, 2020 at 11:19 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98954>)

I'm just wondering why the "monitors" lives are expendable in this scenario? Otherwise, I think your ideas are the most reasonable ones I've heard so far.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99045#RESPOND)

*Tracy Antonioli*





July 13, 2020 at 2:27 pm (<http://www.suitcasescholar.com/2020/07/09/one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99045>)

They are not expendable. The idea would be that 1. those monitors would just that—monitors. And would remain distant from students. I'm picturing a few students per room, all very spaced out, likely in a physical barrier of some kind. (Note that I did refer to this plan as dystopian—it's not a happy fun environment.) So think of the monitors as lifeguards. They oversee the students from afar, but don't "get in the water with them"—to continue the lifeguard metaphor. And 2. because the in-school set up would be less than magic (and would ANY in-school set up this year, no matter what) very few families choose to send their children to schools, thus making sure there's a reasonable monitor-to-student ratio to further allow for distancing.

REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98985#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=98985#respond))



*Kim*

July 13, 2020 at 3:48 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98985>)

I don't agree at all. This is so doom & gloom, not realistic, & not FACT! Based upon the success of our Daycares which remained OPEN throughout all of this, please open your eyes to real proof! The Covid-19 is currently effecting our youth (0-30 who have no underlying health concerns) by .02% which is basically the same as all of our other flu-virus deaths. This includes the daycare staff of all ages. The flu-vaccine & vaccines for virus' in general are not sufficient & have not been sufficient to date hence the "annual" repeat vaccine.... virus' are constantly evolving! As you can SEE, I'm not as concerned for our youth nor their HEALTHY parents, & HEALTHY grandparents. It's unfortunate our humans who are compromised health-wise, these are our victims of this Covid! My largest concern is for our elderly / health compromised teachers & support staff. These staff & students need to be supported via on-line resources.

In conclusion, the Daycares (children & staff) are handling this virus & other virus' very nicely! Get the healthy humans out into the work force & on the front-line. Keep the compromised teachers working on-line with health compromised students of all ages. We have an abundance



of very young, new, & healthy teachers! If an area is unable to supply staff during the evolution of catch & recover from COVID-19, then I'm sure we can get even more creative by taking the higher educated students & mixing them together to support the younger grade levels. Create Reading buddy circles, Math tutorial circles..... The high school & middle school level students LOVE to help the tinies! Remove the barriers & our students of all ages, in school buildings nearest their homes, and arrange K-12 under one roof where the students can support the staff shortages if necessary.

This and other Virus' like SARs, Avian, Swine, MERS, AIDS, .... They don't just magically go away! We humans will continue to adapt! I'm pretty sure by November, after the election, this over zealous, very fear-based approach & agenda that COVID-19 Virus is carrying will soon become a statistic similarly to deaths caused by "Flu".... All of our hearts pour out for every death, it's not going away, herd immunity is already occurring based upon lower death rates.... We just need to cherish, protect, & Use common sense approaches to further adapt vs shut down. We need to co-exist & continue LIVING!

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99041#RESPOND)



*Tracy Antonioli*

July 13, 2020 at 2:17 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99041>)

It is a deadly virus. It does not have a political agenda.

If we put students back into in-person schooling, people will die.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98994#RESPOND)



*Betty Douglas*

July 13, 2020 at 4:32 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98994>)

Schools need out-of-the box thinking like this. What about dividing each class into 4ths called pods. Each Monday the teacher would post videos/ zoom meetings of new material for the week. This includes art, gym, and music. Each pod goes into school 1 day/ week for individual help and small group work. That pod stays together all year. This plan limits contact, means students are able to socialize somewhat, and school populations are at 1/4 capacity. Pods might even support each other with childcare on at-home days. Not as much content, but more hands-on than strictly online. Thanks for reading.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99007#RESPOND)



*Katie*

July 13, 2020 at 7:58 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99007>)

So the essential kids get to sit in isolation in a room with low wage workers who are just there to make sure the building doesn't burn down? This won't leave any social or emotional lasting effects..... sorry your Mom has to work while your friends are home happily in their pajamas. Sit at this desk and oh wait your teacher isn't here Maria is here and she can't go near you so sit at your desk and don't get up. Sounds wonderful.

---

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99035#RESPOND)



*Tracy Antonioli*

July 13, 2020 at 2:03 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99035>)

No. It very much does not sound wonderful. I absolutely agree. But it sounds better than lots and lots of people dying—and schools being closed down anyway due to that fact. There is no great answer to this problem. ^

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99016#RESPOND)



*Beth* (<http://Whitelicorice.space>)

July 13, 2020 at 9:28 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99016>)

This 17 year public school teacher who's gone into early retirement at great penalty thanks you

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98766#RESPOND)



*Sheri*

July 10, 2020 at 6:19 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98766>)

Beautifully written! I'm in total agreement with you so thank you for sharing your perspective in a public forum. Best wishes and stay safe!

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98767#RESPOND)



*Tracy Antonioli*

July 10, 2020 at 3:04 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98767>)

Same to you! Be well and stay strong! This back to school season will be interesting. And that's a vast understatement!

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98775#RESPOND)

*Alicia*





July 11, 2020 at 2:17 am (<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98775>)

This is where I am stuck. I am high risk, my 6yo son has multiple disabilities including mostly non-verbal autism. Remote learning does not work for him does not engage with anyone virtually and only does school work at home under extreme duress and only a few minutes at a time. He didn't receive any of the OT therapies he should have, and speech was 90% a waste of time. And yet, can I send him when I'm high risk and he can't tolerate wearing a mask? Why doesn't he understand social distancing? When in-person school is possibly going more like a traumatic jail-like experience? But how can I keep him home for more months when I know that he can't learn anything like a "normal" curriculum with me? Also, I haven't had a moment to do any kind of self-care since March. Showering alone for more than 5 minutes is a luxury. I am parent on call 24/7, can I possibly keep up this strain for 14 more months? I honestly have no idea to do.

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REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98813#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=98813#respond))

*Tracy Antonioli*



July 11, 2020 at 7:18 pm  
(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98813>)

My heart goes out for you for the strain you are experiencing. <3 And no, I do not have answers for you. I very much wish I did.

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REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99008#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=99008#respond))

*Katie*



July 13, 2020 at 8:00 am  
(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99008>)



traumatic jail-like experience is EXACTLY how I understood how in person was explained. Like are they serious? This is the solution? Essential workers have been put through the fire during this pandemic now the want our kids in isolation hell. No thanks

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98932#RESPOND)



*Sam*

July 12, 2020 at 7:31 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98932>)

I'm sorry you are going through this. I'm an SLP in a high risk category with 3 kids with special needs (not as severe as yours). I get it and you're not alone. Mine don't think being online is necessary and I can't help them when I'm teaching so I spend the evening working with them, it's way too much and unsustainable. I have to remind myself that we are in a pandemic and that this is nobody's fault, we are all doing the best we can. I do, however, believe that kids on IEPs who need the structure and hands-on assistant are not going to be successful with distance learning and that is a problem. We need more out-of-the-box thinking for our high needs kids.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99031#RESPOND)



*Lynnda Butler*

July 13, 2020 at 12:52 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99031>)

Just a suggestion: I have a friend who got together with other parents of special needs kids. They told the school that should they open, they would suspend any IEP requirements, have 5 of the kids report back to their ESE room and switch off...each taking a day to monitor the class for a few hours. They requested an aide be there to assist. Maybe something like this would work? Each parent might get

a break plus have the benefit of returning to a classroom setting. The rest of the building is working on an alternative plan with less people.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99034#RESPOND)



*Tracy Antonioli*

July 13, 2020 at 1:56 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99034>)

That's great to hear that parents and teachers are working together to come up with a plan that is in the best interest of kids!!! This gives me hope! Thank you for sharing!!!

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98781#RESPOND)



*Carol*

July 11, 2020 at 1:44 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98781>)

That special education part is chiefly why schools are being pressed to open! Powerful forces at work there. Parents of special needs children are demanding schools provide not only specialized instruction but daily care for their children. Those children are high maintenance at home! And the law says schools have to educate them! Huge lawsuits will ensue if schools don't open for this population . Who will pay for that?

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98917#RESPOND)

*Mica*

July 12, 2020 at 5:13 pm (<http://www.suitcasescholar.com/2020/07/09/no-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#coi>)

98917)



Why in the world do you think teachers work 3 hours/day. That is a laughabl assessment for REGULAR teaching circumstances, much less Pandemic circumstances. Back off the teachers, dude, and point your judgement to the maskers.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99005#RESPOND)

*Elizabeth*



July 13, 2020 at 7:32 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99005>)

Considering many parents would assist their students after their personal work day I had messages coming in later than 10 PM at times. Someone needed me at that moment, so I never once allowed our lines of communication to be on hold until my “3 hour” shift.

How about teaching not only the student, but the parents on how to sign in and utilize all of the programs needed? Wait though, some students had multiple parents to teach since the student travels between Mom’s and Dad’s from week to week. My students had a vast amount of programs with multiple logins needed. Sometimes they needed the same login again, which of course I had memorized and it required very little effort on my part.

Oh wait, what about those of us that passed out food, paper packets for students that did not have access to a printer or maybe felt more confident utilizing a paper version? Some of us slackers, aka teachers, volunteered to help pass out devices for those in need. When the year ended, more teachers were needed to, you’ve guessed it, help with the return process. Yes, those were no more than 3 hour days.

How about the grade level meetings, campus meetings, and committee meetings that still took place over Zoom? The show still had to go on, didn’t it? Those meetings last forever in person; I’ll bet you have no idea how much longer they last when life as we know it ceased to exist. We had only a few things to figure out during those unprecedented times.

How about when technology was working against us due to servers crashing because of complete overload? No worries there’s always ^ tomorrow’s 3 hours to get it taken care of. No need to report it or

anything. Everyone will understand.

Have you ever had to track anyone down or play detective? Unfortunately, some parents and children fall off of the map when pandemics arise. It's a real quick endeavor trying to contact people within every platform you know of that don't want to be contacted. Guess what! This means more work because now those students' info must be logged and forwarded over to someone at the district level so they can attempt to do the same thing. Phew I was worried I wasn't going to fill up my 3 hours every day. That gave me a way to fill up a couple of minutes.

We had communications coming in from every angle- students, parents, auxiliary (Music, P.E., Art) staff having to still create and find activities to justify their 3 hours worth of daily effort, our grade level chair, our instructional design coaches, our bosses, their bosses, technology department, councilors, fellow coworkers needing help and at times just needing reassurance that we were going to get through this. Which I'd like to add, we not only got through it, we conquered it. Those phone calls never took more than a couple minutes out of our 3 hour work day. No sir.

Oh something else that may need to be mentioned is that all of our work from the moment we began our work day (typically when our eyes opened) had to be logged on a Google Document for fear that we may not have been utilizing our 3 hours appropriately. Or maybe it was there, as was explained to us, just in case we ever are checked in on from some sort of district/state/ federal leader. This Google Doc wasn't just a couple of fields. We had to specify when we completed each task, who was involved, what was sent or received, how it was sent or received, where did we send it, and so on. Those detailed logs could be completed in no time.

One final, but extremely important task was to figure out how to keep our students engaged and coming back for more. This required lesson plans to be thought out, created, and then Zoom meetings to be administered, assignments to be issued, and you'll never believe it, grading had to be performed! For those of us that teach all 5 subjects in elementary, that's quite a few electronic papers to take a peek at, but who's counting?

Funny thing is those 3 hour days became more of an on call anytime of day kind of thing. Don't worry it's ALL documented in Google if you'd like to take a peek at how much time we really spent making the unthinkable happen. ^



REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99022#RESPOND)



D

July 13, 2020 at 11:27 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99022>)

Yes, many myself included were required to work the regular 8 hours a day documenting all of it...45+ pages of documentation shows that.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98768#RESPOND)



*Becky* (<http://www.disneyinyourday.com>)

July 10, 2020 at 4:44 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98768>)

I think you are absolutely right. It's happening with daycares and summer camps that started within the past month. Now they just have to shut down again.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98769#RESPOND)



*Beth* (<http://mrswolffell.weebly.com>)

July 10, 2020 at 9:56 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98769>)

This is a great start and you make many valid points. However as an ESOL teacher I know after trying in the spring to engage families online that my students will need in person instruction, not instruction on a screen when I am not there to help with technology. If I instruct them remotely, I will still need to be at the front of the classroom, delivering my flipped instruction, mask on.



REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98770#RESPOND)



*Jennifer*

July 10, 2020 at 11:30 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98770>)

The bus drivers could possibly be trained to be the in school monitors. Wouldn't have to lay off bus drivers and they already should have security clearances.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98818#RESPOND)



*Tracy Antonioli*

July 11, 2020 at 7:26 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98818>)

Excellent plan! Any bus driver who would feel comfortable filling that role should absolutely get priority! Also any techs or aides, as well as cafeteria staff (though they will still be needed to provide meals for those who get free and reduced lunches.)

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98987#RESPOND)



*Shari*

July 13, 2020 at 3:57 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98987>)

Bus drivers in our district are not district employees. They are contracted out. No way they will sit in a classroom all day with the kids.



REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98771#RESPOND)



*Jenn*

July 11, 2020 at 12:35 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98771>)

I have a question about the classroom monitors? Why not have the teachers in the classrooms giving direct instruction while streaming the lesson to those at home? Hiring additional people (think background checks, additional salaries, additional workers whose children now need to be cared for, lack of classroom management) adds costs and risks. It also seems to suggest that teacher lives are more important than lives of lower wage earners. I'm not criticizing, but posing the question.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98817#RESPOND)



*Tracy Antonioli*

July 11, 2020 at 7:25 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98817>)

Good question, and one I failed to address in this post: this country has a shortage of trained, qualified teachers. And if we send students back into classrooms the way we are proposing—5 days/week, all students present—teachers will get sick. And then they will need subs. And there will not BE subs because the majority of subs are retired teachers who will not be willing to return to work due to health risk and being over a certain age (there is research on this; apologies that I'm not taking the time to find this.) When THAT happens—when the trained, qualified teachers get sick—then schools will need to close.

Note that I'm not just throwing the monitors to the wolves. The goal would be to have a lot of distance between students and monitors. Think of the monitors as lifeguards—they are there to keep you safe, but they aren't swimming with you.

^

This plan identifies the fact that students need two things: instruction and supervision. We need two different groups of people to provide those two things in our current world. No one teacher can provide face to face instruction, provide remote instruction, and make sure students are keeping distance—all at the same time.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98924#RESPOND)



*Brian HM*

July 12, 2020 at 6:28 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98924>)

I retired from elementary education this year. It was my original thought to volunteer in a school, to be an extra set of hands, but that was before the pandemic. I can't tell you my relief at not having to make the choice of whether or not to go back to work in the fall – the choice to return feels suicidal. Honestly, I won't really feel safe until there's a vaccine and I can get one. Your thoughts about essentially providing day-care by monitors concerns me, however. There has been an increasing need to address social/emotional learning in our children. SEL can be – and is – taught through traditional curriculum, but in our district we found an important instructional venue is *\*recess.\** We spent time teaching children how to play inclusively and giving them strategies to forestall conflicts and how to resolve them when they did occur. Under normal circumstances. Meanwhile all our children are living with the trauma of the pandemic, and they will bring that with them when they return to school. Honestly, I believe the first task of resuming schooling will be to do everything in our power to mitigate that trauma so that children are *\*actually able to learn.\** Monitors merely supervising children aren't going to be able to cope with the baggage children are going to bring without sufficient training and supervision – even if they are not providing instruction. Further, I think there are going to be significant issues with helping children be consistent with PPE, with a whole new set of behavioral issues (or exacerbation of old ones). Adults filling that role will need training.

^

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98992#RESPOND)



*Christopher*

July 13, 2020 at 4:18 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98992>)

Not saying teachers lives are more important but rather equal. It's a different situation when you're in a confined enclosure with so many kids for a prolonged period of time. In intermediate grades, teachers could teach over 100 students and in HS normal semester would be a minimum of 75 kids per day if you average on the low end of 25 or 90 kids a day with 30 kids per class. It's the confined area and the layout of the school structure itself. This is not just about protecting teachers and students but all of our community since the students return home everyday.

Thanks

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99011#RESPOND)



*JoAnne Thaves*

July 13, 2020 at 8:26 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99011>)

I am at a higher risk to get covid-10, based on my age and underlying health conditions. I understand the importance of opening schools, but am also concerned about my health and my family. One way that can would allow me to safely return to school is to provide a plexiglass barrier around my teaching area from floor to ceiling with an exit door directly out the back, kind of like a bubble. I would not be required to be in physical contact with any one. Or a hazmat suit with oxygen that protects me 100% from viruses.



REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98772#RESPOND)

*BMurr*



July 11, 2020 at 12:45 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98772>)

So, teachers should not be in the building but “low wage workers” should? Makes total sense. \*eyeroll\*

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98815#RESPOND)

*Tracy Antonioli*



July 11, 2020 at 7:21 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98815>)

I understand your issue with this, and honestly, I have that same issue. But first, note that I did say low but LIVING wage. I define a living wage as \$15/hr, and that’s sincerely a great income for someone not required to have any formal higher ed. It is actually more than a lot of teachers make, depending upon where they live and teach. However, I had to state that these monitors would be low-but-living-wage because if not, the next question would be: well how are we going to get the money to pay these monitors? It would be a job that many who are currently out of work may choose to take, as it would likely be just as safe as, say, working in a distribution center or working at a big box store.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98993#RESPOND)

*BP*



July 13, 2020 at 4:25 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98993>)



So what will the children in the classroom, with the supervisor who is far away, DO? The kids will sit in a chair for 7 hours? A 5 year old? Play on an iPad? Even in a daycare, where kids are being supervised and not necessarily educated, the kids are still doing crafts, playing games, etc. What will the children do? And what happens when children start to act out??

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99038#RESPOND)



*Tracy Antonioli*

July 13, 2020 at 2:10 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99038>)

They will work on instruction which has been assigned digitally. And yes, it will be a lot of sitting. Obviously it would be great to be able to get kids to be outside as much as possible, but that's just not possible in a lot of schools due to lack of space and, sometimes, lack of safety. And no, it is not developmentally appropriate. And yes, it will be terrible for the smaller kids. There's no great answers here. But this plan does the three things which are necessary—saves lives, allows the economy to open, and provides instruction.

No matter what, if school returns to normal in the fall, kids are going to be sitting in desks for long periods of time with very little/no interaction with teachers. Until there's a cure or a treatment, that's how it is going to be.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98773#RESPOND)



*Frankie H.*

July 11, 2020 at 12:57 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98773>)

I like your plan. It is well-thought out and thorough. The students with IEPs could be brought into the brick and mortar 2-3 days per week to work with their instructional assistants through this plan.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99018#RESPOND)

*Su*



July 13, 2020 at 9:37 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99018>)

\$15/hour? I'm an elementary visual arts teacher in Georgia. I am paid min wage for less hours than I actually work so that my employer isn't required to offer me health benefits or sick pay. Paying additional staff \$15/hour isn't practical for most struggling school systems.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98778#RESPOND)

*Rebecca*



July 11, 2020 at 10:30 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98778>)

I like this except the safe house building needs to be open to high schoolers because they are more likely to be prevented from learning by their own parents. They are so useful as labor, especially childcare.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98779#RESPOND)

*Becky*



July 11, 2020 at 11:42 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98779>)

Like this idea, but as a Teaching Assistant, how will I be used? I feel we weren't used during DL and the kids/parents would have benefited from us. While no we are not teachers developing lesson plans, we are available to help. Think a plan how to effectively use us needs to be made. If a student can't get online during school hours maybe a TA works PM's when they are available? I feel one thing we heard was teachers were working more, but



we're they? Just feel their schedule may need to change or look different. Maybe they need to be at home w their own child so they teach 2nd shift. Maybe classrooms are now separated by parents schedules? Just so many things we haven't discussed. More about what the classrooms will look like, wearing masks, etc.. Agreed let's talk about how we will make distance learning work, and about the buildings that will need to open due to childcare issues.

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REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98812#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=98812#respond))



*Tracy Antonioli*

July 11, 2020 at 7:16 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98812>)

Ooooh—I like the idea of shifts! That would work for everyone, including educators who are also parents.

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REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99006#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=99006#respond))



*Jen*

July 13, 2020 at 7:42 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99006>)

Becky, I am also an Instructional Assistant and our district divided all of our IEP students equally between IAs. We were all assigned a caseload of children, I had 8 kids. I reached out to them three days a week and was available to them as they needed me. I had several who met me for Zoom calls daily and others who never responded to my phone calls or emails. However, the ones who took advantage of my services were greatly appreciative.



REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99036#RESPOND)



*Tracy Antonioli*

July 13, 2020 at 2:04 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99036>)

Thank you for supporting students!!!!

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99028#RESPOND)



*Susie Queue*

July 13, 2020 at 12:07 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99028>)

My district used their aides to work one-on-one with students who were struggling to get work done at home for whatever reason. They used some form of video chat.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98780#RESPOND)



*Kathleen Lockhart*

July 11, 2020 at 12:59 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98780>)

I am not an educator nor am I a parent with children in school. This is an outside the box thought that came from out of the blue that I'll throw into the mix. Is there any possibility or way to do remote teaching from a brick and mortar school, i.e. teachers and students on campus in some sort of configuration? I'm not sure if this makes any sense at all but at least the thought us out of my head and on the table to dissect or discard. Thank you.



REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98811#RESPOND)



*Tracy Antonioli*

July 11, 2020 at 7:15 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98811>)

I get what you mean. I have a hard time picturing how that would work, as schools are always pressed for space. But I'm sure there are places where it could work; every school and every district is different.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99012#RESPOND)



*JoAnne Thaves*

July 13, 2020 at 8:29 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99012>)

Federally paid for Plexiglas boxes to teach from. Schools received no bail out to switch to digital learning in the spring, so the federal government needs to step up and pay for the extra precautions needed to open back up.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98782#RESPOND)



*Joel*

July 11, 2020 at 1:50 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98782>)

Determining who receives the option of sending students to school should financially based using the existing criteria used for Free and Reduced Lunch.



Also, due to the devastation in the service industry, there is a tremendous workforce that could be tapped into for employment as classroom monitors.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98783#RESPOND)

*June Green*



July 11, 2020 at 2:25 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98783>)

Thank you. Thank you. Thank you.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98961#RESPOND)

*Kim*



July 13, 2020 at 12:30 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98961>)

Except those who don't qualify for this are probably working and paying a ton of taxes that pay for the school.. yet we also get to hire our own private nannies/teachers. I am concerned about the high risk here, but also don't think everyone else should not get access to in person education

---

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98784#RESPOND)

*Kelly McCann*



July 11, 2020 at 2:37 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98784>)

This sounds like a reasonable compromise for most students, although you acknowledge it doesn't accommodate SPED kids. There's another group left out: technical and vocational school students. Our daughter was admitted

to a competitive program at our county's technology school, and is a Baking and Pastry Arts specialist. She can do her honors and AP core classes remotely, but there's only so much virtual learning that can happen for their specialty programs. There, she works in a commercial grade bakery, with professional tools and equipment. Her fellow students in the other programs, e.g. Digital Technology, Construction and Engineering, etc also need that hands on learning. I'm hoping their school does a hybrid approach: academic classes online, technical classes in school.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98810#RESPOND)



*Tracy Antonioli*

July 11, 2020 at 7:14 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98810>)

Excellent point! Thank you for sharing! Yes, there must be support put in place for vocational students!!!

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98946#RESPOND)



*Heather Pinder*

July 12, 2020 at 10:01 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98946>)

Why couldn't these students be paired for apprenticeships with local businesses?

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98788#RESPOND)

*David Felfoldi*

July 11, 2020 at 3:30 pm (<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98788>)

Thank you for sharing. You get it; we are copacetic.



REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98789#RESPOND)

*Joan*

July 11, 2020 at 3:36 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98789>)

I think this is a well thought out, realistic, pragmatic approach.



REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98790#RESPOND)

*Chandra*

July 11, 2020 at 3:43 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98790>)

i'm curious what your thoughts are on rural areas that lack broadband/highspeed internet? I have 2 relations, one in rural Virginia, another in rural Louisiana. Both rely on cell phone towers to provide them with internet because cable companies don't want to run lines to connect their communities. Streaming would be extremely cost prohibitive for the people living in both of these areas. I believe my aunt pays \$150/month to Verizon for 10gb of download data..... there is no unlimited option. The pricing scales up from there.



REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98809#RESPOND)

*Tracy Antonioli*

July 11, 2020 at 7:13 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment^98809>)



I absolutely agree that our country needs to invest in our data network. And it needs to do it NOW. Yesterday, actually.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99014#RESPOND)



*Vickie*

July 13, 2020 at 9:09 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99014>)

I think this plan actually helps. I live in a rural area where many of our students (and teachers) do not have good internet. I think by providing the monitored in-school option could work. Students could come in, work in school and then go home.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98791#RESPOND)



*Susie*

July 11, 2020 at 4:01 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98791>)

I'd been thinking something similar – but, instead of “low-wage ” workers, how about the Ed Techs and Para’s who aren’t providing online instruction, since the teachers will be doing that? The younger kids need some support, not workers who “do nothing” but supervise for safety. And you can’t expect the young ones to be self-directed all day.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98808#RESPOND)



*Tracy Antonioli*

July 11, 2020 at 7:12 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98808>)

I would imagine that those techs and paras who feel comfortable doing so would apply for those roles. I would also hope that those roles would involve a pay INCREASE for those tech and paras (where I live, paras do NOT make a living wage.)

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98934#RESPOND)



*Sandy Foster*

July 12, 2020 at 8:11 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98934>)

I understood that leaving uncertified people in a classroom without a certified person is a liability. We cannot have paras fill in for us as subs, for example, so now we are asking our paras to get an emergency sub license.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98792#RESPOND)



*Jenn*

July 11, 2020 at 4:23 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98792>)

So very many things have not been addressed. Like the realistic possibility that children will not adhere to the rules of mask wearing and social distancing. My kids have been in brick and mortar school throughout all of this because my husband and I are both essential workers. And they have not worn masks or social distanced. Because they are children. And they don't listen. Understandably so. People will have to send their kids to school. Or the YMCA, or a daycare. Those are facts. Some teachers desperately want to go back. Some do not. Why not let the teachers make the choice? It seems like an even split for teachers and families? It eliminates the need for low paid "monitors".





REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98807#RESPOND)



*Tracy Antonioli*

July 11, 2020 at 7:11 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98807>)

Allowing students and teachers to make the choice sounds logical—except it isn't mathematically possible if, say, 1,000 students decide to attend school but only 10 educators (this is obviously an exaggerated example). The plan I outlined encourages families to try to make it work at home—and if not, offers them an alternative.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98904#RESPOND)



*Lara*

July 12, 2020 at 3:42 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98904>)

So your position is that children cannot be taught? I reject that. Children CAN be taught to wear masks and to keep physical distance. It is possible. We teach them all kinds of other behavioral norms. This is just a new one that is imperative for them to learn.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99056#RESPOND)



*Tracy Antonioli*

July 13, 2020 at 2:42 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99056>)



No. My position is that this virus cannot be contained inside most school buildings. And that children are human. I've seen many, MANY grown adults in grocery stores not able to maintain social distancing or keep masks on—either through their own negligence or just the situation/building layout. Everyone can be taught. But no one can be taught to defy death.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98793#RESPOND)

*Anne Marie*

July 11, 2020 at 5:12 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98793>)



I love these ideas. But, my husband and I are both elementary teachers and we have two toddlers. If daycares are not safe to send our kids, how are we to work from home with two toddlers running around? That's not rhetorical, I would love someone to tell me how to make it work! It was so hard last spring when we worked from home and kept the kids home from daycare.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98806#RESPOND)

*Tracy Antonioli*

July 11, 2020 at 7:10 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98806>)



I also have no advice on the toddler front—except to say bravo to you and your husband for making it through this past spring! That could NOT have been a small feat!

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98794#RESPOND)

*Lori Stone*





July 11, 2020 at 5:25 pm (<http://www.suitcasescholar.com/2020/07/09/no-one-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98805>)

I'm a self contained SPED teacher and I believe I contracted COVID 19 from a student last Nov. She'd taken a week off for a family cruise and returned to school with an unidentified respiratory illness. I soon had all the symptoms we now know typical of COVID 19 and thought I'd die because I couldn't finish a sentence without three deep breaths. I thought it was flu or pneumonia and didn't see a doctor. These kids can't learn through remote instruction. Some require literal hand over hand assistance with school work. These are up close and personal learners. But they also receive so many other services in the classroom/school environment. Without relaxing of requirements, I don't see how they can truly be served. Maybe by making all of them home-bound students? Teachers will have to make in-home visits two or three days a week? This option puts teachers at an incredibly high risk; we'd have to work in hazmat suits and therapists of all kinds, too. And working inside a home where there are so many distractions? A lot of risk for probably a very small return.

REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98805#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=98805#respond))

*Tracy Antonioli*



July 11, 2020 at 7:09 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98805>)

I definitely do not have any answers for how to support specific populations of special education students. That unfortunately is not an area of my expertise. But I'm certain there are many much-smarter-than-me educators who can come up with a reasonable solution to keep all students and staff safe.

REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98796#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=98796#respond))

*John (<http://www.johnlyman.net>)*

July 11, 2020 at 5:43 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98796>)



^

Digital Parents, to what degree would this type of service be desirable to you:

You form a cohort of (10) K-8th grade kids with other parents in your area. Your cohort determines a place/places to hold "class" during the day. A certified teacher, or similarly qualified youth facilitator arrives to your designated space around 9am, in their 12 passenger van.

During the day, this Academic Support Coach is tasked with supporting digital learning, enrichment, and transportation to/from school. The ASC is equipped with a hot spot, some devices, and the ability to go anywhere during the day. This cohort also is a sort of immuno friend hive. Limiting exposure to other pods.

Rough numbers would be \$80/week/kid.

Monday-Friday

9-5pm

Who knows, the fee could be subsidized by DWS child grants. There is potential of meal subsidization as well.

Any educators want to be an ASC to 10 kids, for \$40,000/year?

\$100/kid- \$52k

\$120/kid- \$62k

It would be other school, a parallel program. Something new, something I think that is needed and feasible. There are definitely logistical hurdles... but...

Would you be interested in forming a cohort in your area, to be matched with an ASC to offer care when kids are not physically in school??

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98803#RESPOND)



*Tracy Antonioli*

July 11, 2020 at 7:07 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98803>)

This is an intriguing idea. However, I feel strongly that FREE public education must be maintained throughout this crisis. (Because it isn't free; it is supported by tax dollars. Which everyone is still paying.)

^

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98797#RESPOND)



*Laura Hammerschmidt*

July 11, 2020 at 6:08 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98797>)

I've worked in Educational Sales for over 30 years, and have been in so many schools I'd hate to have to count them. I agree with you. It can not happen. That POS is willing to risk the lives of teachers and students to somehow convince everyone things can be normal and that the economy will come booming back. Parents and teachers, please don't think they've got a plan, they don't. But do know that teachers will be much better prepared for online instruction than they were in the Spring. Stay safe.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98802#RESPOND)



*Tracy Antonioli*

July 11, 2020 at 7:05 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98802>)

I agree that teachers are much better prepared than they were in the spring—heck, in the spring they were given a weekend to figure it out, with almost no guidance (because no one knew what to do!) I hope that there can be continued, ongoing professional learning for educators as they continue to teach remotely. It's not an easy shift, and educators NEED support, for the good of their students.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98927#RESPOND)



*Brianna*

July 12, 2020 at 7:03 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98927>)

That also requires the Coach to have extreme trust that their cohort kids aren't exposing themselves (or through their families) in the evenings and weekends. I can count a very short number of friends and families I truly trust have been responsibly and Respectfully following CDC guidelines this whole time.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98798#RESPOND)



*Shazee* (<http://None>)

July 11, 2020 at 6:51 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98798>)

Thanks. Completely disagree with this proposal. There is no allowance for FULL training of educators to conduct virtual instruction. Taking advantage of low wage but living workers is just plain gross. Being in an enclosed classroom for many hours daily regardless of protections does little to ensure spread to children and adults. The recommendations are well thought out but untenable as stated above. I'm now wondering precisely how the polio breakout pre-vaccine was handled by schools.... was it a game of roulette? stakes are too high here for that approach.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98801#RESPOND)



*Tracy Antonioli*

July 11, 2020 at 7:04 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98801>)

I also have a lot of questions about how previous pandemics/virus outbreaks were handled in schools. We are certainly at a point in human history which allows for much more technological support for terrible times like these.

And yes, I do also hesitate to put ANYONE in a classroom situation right now. But the monitors would be far better protected than would educators—and in turn, so would the children. I compare this to how grocery stores set up safeguards in store spaces to keep workers safe.<sup>^</sup>

Also note: I said low but LIVING wage. So I'm understanding that the people signing up for those roles would be making hazard pay. My recommendation would be nothing lower than \$15/hr, which is more than a lot of teachers make across the country.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98799#RESPOND)

*Avner*



July 11, 2020 at 6:59 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98799>)

I've been thinking something similar for several weeks. Thanks for putting it down in writing so eloquently.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98800#RESPOND)

*Tracy Antonioli*



July 11, 2020 at 7:01 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98800>)

Of course. I'm all for brainstorming any possible solution which will ensure kids receive the education they need this coming fall!

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98902#RESPOND)

*Stephanie*



July 12, 2020 at 3:26 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98902>)

Children deserve more than a monitor for 7 hours a day. Students need interaction, they need educational support, they need people who care about and for them. I cannot imagine a "monitor" in a room of 5 year-olds

(Or 10 years, for that matter). Children aren't meant to sit for 7 hours a day with no interaction besides someone reminding them to keep their mask on, stay in their area, and keep their eyes glued to the computer screen.

I agree the options we have aren't the best, and are dangerous. I appreciate the outside the box approach you propose, but it takes the humanity away from students who deserve so much more.

Also, it is not just low income, underprivileged students who cannot stay home. Many "middle class", and even "upper class" families do not have the luxury of being home with their children during the day. Older students aren't just studying the core academic subjects...fine arts, technology, vocational, and other programs require priority and attention as well, and do not work from a distance. We cannot ignore those students for a year just because they don't fit the mold of distance learning. Children aren't robots that sit behind computer monitors.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99057#RESPOND)



*Tracy Antonioli*

July 13, 2020 at 2:44 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99057>)

I agree with all of this. But school as we know it—the kind of school which promotes socialization and interaction—cannot exist right now.

I am also certain that there are many educators deeply involved in doing othe work of fine arts, tech, and vocational learning who can come up with some great, innovative ways to make learning happen remotely and/or safely. Someone in a comment here suggested partnering with small businesses—with an emphasis on SMALL. Why can't a carpentry student work with a carpenter? Surely that's safer than putting 30 kids in a room together—and surely better than trying to learn carpentry online. 😊

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98907#RESPOND)

*Sally Dugger*





July 12, 2020 at 4:18 pm (<http://www.suitcasescholar.com/2020/07/09/no-one-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-9>)



I wrote this exact plan in April 2020. I sent it to the NJEA and several FB groups I have put it, whole and in parts, in comments on FB and in school surveys. I find someone is really listening and that you got 40,000 views makes me so grateful

REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99054#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=99054#respond))

*Tracy Antonioli*



July 13, 2020 at 2:39 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99054>)

Thank you for sharing this plan with your school community! (I'm actually up around 130,000 views at this point and am struggling to keep up with the comments—so maybe share YOUR plan and not this post? 😊 Thanks!)

Thank you for the work you are doing!

REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98913#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=98913#respond))

*Haley (<https://sites.google.com/site/misshaleysworld13/>)*

July 12, 2020 at 4:45 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98913>)



I don't even think the problem is the districts. I think the biggest problem is the bullying from our lovely president and other politicians who want it open now. But I think this post is so popular because it's what a lot of teachers have already been saying. Our voice tends to get lost in the conversation.

REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98926#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=98926#respond))





*GMC*

July 12, 2020 at 6:35 pm (<http://www.suitcasescholar.com/2020/07/09/no-one-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-93>)  
3 HOURS??? ARE YOU KIDDING?? I worked harder and more hours than a typical day in the building. I was planning, grading, emailing, interacting with 150 students, meetings, etc... some days even until 10pm. If you really believe we got a full school day and worked 3 hours a day, I encourage you to get a teaching degree and join us on the ride down "easy street" and stop insulting our profession.

REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98930#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=98930#RESPOND))



*Susan*

July 12, 2020 at 7:13 pm  
(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98930>)

Maybe the answer to this question is obvious but I'll ask anyway. For the children who attend school in the building with monitors, are the online lessons teachers are conducting at home with other students, being "streamed" to the children in the classroom? If not, how are these children learning? If so, can monitors be responsible for signing on/setting up the virtual lessons ?

REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99052#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=99052#RESPOND))



*Tracy Antonioli*

July 13, 2020 at 2:35 pm  
(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99052>)

I would imagine it would be up to each district to set up their own version of online learning and determine if that is synchronous or asynchronous. Either way, the students at home and the students being monitored at school would be receiving the exact same experience—just in a different setting.



REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98931#RESPOND)

*MrsXYZ*



July 12, 2020 at 7:28 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98931>)

Was with you until your vaccine comment. Assuming that the vaccine will be the magic bullet that makes everything go back to normal is ridiculous. I fear that many people think this, regardless of the fact that we have never developed a successful vaccine for any of the multiple coronaviruses that exist. \*If\* one is developed, it will carry risk of immune enhancement and auto-immune side effects as it contains human DNA. There are people on both sides of the vax argument who do not support mandatory vaccination, and many people who cannot get it because they are already immunocompromised. So if that is what we're waiting for, it's not realistic.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99050#RESPOND)

*Tracy Antonioli*



July 13, 2020 at 2:33 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99050>)

That is what we are waiting for. The only other option is to allow this virus to burn through our population, killing millions. That is a non-option.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98940#RESPOND)

*Lisa*



July 12, 2020 at 9:03 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98940>)

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## Thoughts on school support personnel (reading resource, etc) as well as music, band, PE, librarian, And Art. Where do these teachers fit in?

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99049#RESPOND)



*Tracy Antonioli*

July 13, 2020 at 2:30 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99049>)

Where I live, music, band, PE, library, and art teachers are just that—teachers. Not support personnel. So I see them providing remote learning experiences just like core content subject area teachers. This also applies to reading support teachers.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98947#RESPOND)



*Jay bourne*

July 12, 2020 at 10:16 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98947>)

One suggestion. If the brick and mortar schools are for monitoring only, students could opt go to the cloaest school instead the grade level school Then split into classes once there by grade. That lets some walk/ drive easier to school and not have to take the bus.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99047#RESPOND)



*Tracy Antonioli*

July 13, 2020 at 2:28 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99047>)

Excellent plan! Yes!



REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?  
REPLYTOCOM=98948#RESPOND)



*adbv*

July 12, 2020 at 10:24 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98948>)

As a substitute teacher and parent I am struggling to decide how best to educate my daughter this year. My husband is an essential & mandatory worker because of what they do for both the medical & food industries. Do I send my child to a public middle school like she is supposed to start the end of August? Do I enroll her in the virtual school program? Do I hope and pray that she gets into the smaller charter school that has an excellent online system if they need to “flip the switch” overnight? She needs that social interaction, but do I risk sending her to school and possibly be exposed? As a substitute, do I continue to sub for teachers who are exposed and possibly sick with this virus? Children are germy little people who don’t understand all of what’s going on other than they may have to wear a mask to help not get sick. I foresee many, many more classroom discipline issues. Most subs are not given the benefits that teachers are so we don’t have the medical benefits, most likely will not be given additional training on what is expected at school or more pay. Most school districts need approximately 1000 subs on hand any given year. For some subs is it worth the money we are paid to risk our own health and be in a classroom with 25-30 students a day? I COMPLETELY GET that we need to move on with our lives, have some sort of normalcy again for our children and their education, but with the number of kids that are becoming sick? Seriously, anyone is the school could be asymptomatic, but can still spread it to others. Many teachers will most likely not return this year, and there will not be enough substitutes to cover classrooms. If we can’t even safely open up our cities 100%, should we really send our kids to school? How many hundreds/thousands of people are in a school building at a time? Then you think a sub stays in 1 building everyday? No, we go where we are needed. I can travel to 10 different schools a month, if not more if needed. I can be in any type of classroom. What if 1 student has possibly been exposed and comes to school, look how many other students could be exposed. Herd immunity is not the best way to deal with this. I love my job, but numbers are going up where we are and I honestly don’t know what to do. I choose

^

to do it, because I want to support our schools. This is very real, very disconcerting and so much bigger when it comes to sending our children safely to school.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98951#RESPOND)

*Kelly*

July 12, 2020 at 11:08 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98951>)



I realize you've accounted for low income families needing to go to work. What about middle income families who may have access to computers but no good internet service? We have several areas in our district that had little to poor internet service.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98953#RESPOND)

*Janine*

July 12, 2020 at 11:19 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98953>)



I was wondering this myself! How am I to teach from home while supporting my own two elementary students and a toddler? I made it "work" this spring, and I use that term very loosely, but for the long term it just wasn't good enough. What about in areas that are not having community spread? Whose numbers are declining?

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98959#RESPOND)

*Jessica*

July 13, 2020 at 12:23 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98959>)



I'm so glad that somebody else agrees with me. I've been saying this should be the solution for weeks (if not months). Thank you for putting it in writing.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98962#RESPOND)



*Dave Raines* (<http://raineswriter.com>)

July 13, 2020 at 12:59 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98962>)

I'm thinking about SMART readers and wondering if there's a way to utilize volunteers remotely. Interacting with individual students via ZOOM or computer for an hour, giving parents a break.

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99044#RESPOND)



*Tracy Antonioli*

July 13, 2020 at 2:23 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99044>)

Excellent idea!

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REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98966#RESPOND)



*Kasia Prantalos*

July 13, 2020 at 1:51 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98966>)

So your end solution to all this is a vaccine? No, I'll pass.

---



REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99043#RESPOND)



*Tracy Antonioli*

July 13, 2020 at 2:22 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99043>)

Yes. Because a vaccine is what has ended scores of other fatal epidemics. You came to the wrong place to spout anti-vaxxer, anti-science sentiment. Please move along.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98967#RESPOND)



*Leilani Kollasch*

July 13, 2020 at 1:53 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98967>)

Your ideas are valid and appreciated. Thank you. My thoughts are similar but do not allow the brick and mortar option but only because I visualize young kids with behavior challenges being in the hands of untrained teachers. And let's face it, it's not easy for those of us that are trained either. How about this? We don't go back at all ... yet. Even remote learning can be minimal. Hear me out. These are just my first thoughts around this and it still needs development. When I taught split classes, it went like this. Let's say I had a 4/5 split. One year, we would teach the 4th grade curriculum and we'd accommodate for the kids that needed more advanced work. We did this through collaborative teaching. The following year, we'd teach the 5th grade curriculum and we'd accommodate to meet kids' needs up or down. Was it easy? No, but we did it. So let's say, we go back in January, we could teach essential skills for them to be ready for the next year. But if they miss the entire year, we still advance them to the year they would have been and we teach the lower grade, but we accommodate for those ready for advanced skills. So a 5th grade student that missed 4th grade, would still be a 5th grader, but we would teach mostly 4th grade curriculum and teach up as we can. What would the teachers be doing with the potential of a "year off"? We would provide some minimal teaching online, but mostly we would be contributing to the work of revamping the



system. Looking at where systems of racism impact learning. Figuring out how to get rid of standardized tests that are not doing a thing for oppressed communities. Seeing where our systems lack, where us as teachers possibly need some rewiring ourselves, and fixing it!!! Okay, so obviously this plan isn't perfect and it needs some work (I realize daycare isn't considered here), but maybe the universe is giving us the time to make some major changes.

REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/)

REPLYTOCOM=98976#RESPOND)

*Tony*

July 13, 2020 at 2:53 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98976>)



Through June 15 in the US, 151 people under 24 have died of COVID-19 related illnesses, of those, 26 were children under 14

There are 37.9 million school age children in the US

To put this in context, here are some causes and yearly number of death for children from 2016

Accidents 4,074

Drug Overdose/Poisoning 982

Suicide 1,110

During the 2017/2018 flu season, 189 children were verified to have died from the Flu, with the CDC estimating there may have been up to 600 unreported flu deaths

So YES. people will die, including children. So how do we reopen schools? Like normal, with a few additional protocols in place to make people feel warm and fuzzy;

1. Parents to fill out a daily health report...does child have a fever. exposure to anyone with COVID, etc....and those who answer yes to any question needs to keep that child home just as many workplaces are doing. If a child needs to stay home, the parent likely does as well anyway.
2. Temperature checks at the door at the start of the day and any child with a fever immediately sent back home.
3. Additional daily sanitizing by custodial staff
4. Live stream of classes for children who CANNOT attend school
5. Social Distancing and/or dividers for teachers/staff who have any health conditions or personal concerns.
6. Addition of positive pressure air purification systems in all buildings. ^

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99042#RESPOND)



*Tracy Antonioli*

July 13, 2020 at 2:20 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99042>)

Very few young people died through June 15 because schools closed down their physical locations in March.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98982#RESPOND)



*Megan*

July 13, 2020 at 3:20 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98982>)

This is the best solution I've seen so far. I admire you for doing the work to come up with it.

It can't happen, though, because it needs extra money to happen. And in a nation where, right now, The Cruelty Is The Point, no extra money will be granted to anyone worth less than a million dollars between now and January, no matter how much we beg and plead. No matter, in fact, how many people die.

I'm still processing that this is the nation we live in – that, in a sense, this was *\*always\** the nation we lived in. But 2020 is, in many ways, an unveiling. Children and teachers will be required to die – to DIE – so that it can seem, for a few brief weeks, that everything is back to “normal”.

I don't know how public education comes back from this. I really don't. I want it back, I *\*need\** it back, but I am not the one who can forge that path. I'm telling everyone I know with school age kids to make other plans NOW. Forget about them “falling behind” and focus on FAMILY SURVIVAL. It's all that's left to us now.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98984#RESPOND)



*Hope*

July 13, 2020 at 3:47 am (<http://www.suitcasescholar.com/2020/07/09/no-one-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-9>)

👍 Of course it's not an ideal solution, but as someone who has worked in many schools, there is no way things will go as schools plan, even with the best intent. No way.

---

REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98986#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=98986#respond))



*Lea*

July 13, 2020 at 3:54 am  
(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98986>)

One issue I see with the “monitors”.... I’ve never been a teacher, but volunteered on a weekly basis in both my children’s classrooms, and volunteered in many PTO positions where I was in contact with the children for extended periods of time. It gave me a wonderful opportunity to watch the teachers and children. The children don’t just sit... Even the kids without ADD, etc... They want to get up, move around, talk to each other. MANY do not listen to the teachers. When my ASD (Asperger child) was in 3rd grade he would come home and complain how the other students didn’t do what the teachers told them to do, had to be told over and over to sit, be quiet, stay in line, work on their assignments. It was enough that my child couldn’t concentrate because the others were not doing as instructed. Behavior is all over the board. I cannot image how a monitor could manage this from a distance. And on an additional note.... The para-pros are currently so underpaid, it is ridiculous. All that I’ve had the pleasure to work with and observe are fantastic with the children and get paid so low, it is pitiful.

---

REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99040#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=99040#respond))



*Tracy Antonioli*

July 13, 2020 at 2:15 pm  
(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99040>)

All the more reason to do everything possible to encourage families to keep their children at home and utilize the online learning provided. I know kids can't sit still. They also can't keep 6 feet apart or keep a mask on. This is not a great plan. It is a plan which saves lives.

---

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=98988#RESPOND)

*William*

July 13, 2020 at 4:01 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98988>)



I love this solution for older students, but would question its applicability to youngsters. Our five-year old daughter loses interest in her remote "classes" in about 30 minutes. Cartoons and TV can retain her attention longer, but that's little substitute for school. What age group do you think could be realistically engaged with full-day virtual instruction?

---

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99039#RESPOND)

*Tracy Antonioli*

July 13, 2020 at 2:14 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99039>)



Full day virtual instruction would be near-impossible for kindergarten students. It would be challenging at best for grades 1 and 2. But, again, this is not a great solution. It is just a solution which would keep people from dying.

Ideally, the fact that the brick and mortar schools really would just be a child care option would discourage families from using that option and encourage some out-of-the-box thinking for how childcare might be managed utilizing family, friends, small church groups/community groups etc. But no matter what, there will be parents who don't have any of those supports. And they need somewhere for their children to go during the day to be supervised. That's where the brick and mortar schools come in. ^

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?  
REPLYTOCOM=98996#RESPOND)

*Julie Beck*

July 13, 2020 at 4:40 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-98996>)



Very well said! I have worked in special education for the past 17 years ( I currently run a high needs program) and I too have been saying the same thing since school got out! I also worked by butt off this last spring and put together a pretty kick ass routine and system and had a very high level of participation. I think some of our more impacted sped students will need in person instruction, but we could use our instructional assistance to provide tutor services in the home or in the building on very limited and rotating hours. It could be done. It just takes creative thinking and collaboration (aka funding) from the top down. This should included free WiFi for all, access to devices, and teacher training. Our kids are adaptable and resilient, they will be fine as long as more people do not die!

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?  
REPLYTOCOM=99001#RESPOND)

*Mary Jo Townzen*

July 13, 2020 at 6:08 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99001>)



Thank you for this post. Another concern, I have is that of the HVAC system in the classrooms. How will those be retrofitted to prevent the spread?

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?  
REPLYTOCOM=99002#RESPOND)

*Troy*

July 13, 2020 at 6:36 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99002>)



^

I thought about rotating schedules. Schedule A and Schedule B. Sch. A goes to school on Monday and Tuesday. Wednesday a cleaning crew comes through and cleans all shared spaces. Schedule B ( different kids and teachers then A) go to school Thursday and Friday's. Complete school cleaning over weekend. Meals in class rooms. Left at doors by cafeteria workers who never enter rooms. No changing classes for subjects. Only 1 class at a time in hallways to leave school. Go directly to classroom when arriving. Mask required and monitored ( no hall locker use). Those 2 days would be for hands on help to make sure the kids understand their work. AMI the rest of the week. Only one group of kids outside at a time. Classes decided by bus route areas. If possible, provide child care the rest of the week in same classes but not required attendance. Many parents depend financially on kids being at school. Send meals home for the 3 days kids may not be in school, for those who need them. With the kids being in school 2 days a week it will also give an opportunity for someone outside the family to check up on the child to make sure everything is ok at home. And give parents a breather.

---

REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99037#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=99037#respond))



*Tracy Antonioli*

July 13, 2020 at 2:07 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99037>)

I definitely like this plan better than what is being proposed currently in many districts (which is regular, 5-days-per-week instruction with VERY few safety measures in place) but there is one concern I have: if students are in school half the time in two groups and they are ALSO learning online, we are now asking teachers to do two full-time jobs. Actually, three if you count the crazy classroom management which will be required to make this plan work (and this plan COULD work.) Teachers can't do that. No one can do that.

---

REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99019#RESPOND](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?replytocom=99019#respond))

*Lynne*





July 13, 2020 at 10:02 am (<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99019>)

This solution may work for some students but it most definitely does not work for special ed instruction. I've watched my son regress due to online learning. He's probably lost a year or more in just 3 months. It's impacted his progress in speech, math, reading and socialization. He needs 1:1 instruction and supports that I can deliver at home. I believe Spec Ed needs to be delivered in person with the strict guidelines. This should be achievable since their classes tend to be much smaller than Gen Ed.

---

REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?)

REPLYTOCOM=99024#RESPOND)

*Sandy Shaw*



July 13, 2020 at 11:45 am

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99024>)

The bare bones of this plan is a good one, however I believe teachers can be brought back into the classrooms to at least do their remote teaching from the classroom. Districts could survey teachers and those that feel comfortable teaching from their classroom can

zoom, google duo, or video their lessons in whatever format they prefer. Those students whose families choose to send them can send them knowing they will be required to wear masks. Those teachers who do not feel comfortable coming back, can teach from home or be furloughed until next year, with the promise of a teaching position, but not necessarily their previous position. I think families need a choice. Putting instructional assistants or other personnel in the buildings is like saying your health and life doesn't matter. Give all people a choice. I think we may be surprised how many teachers want to come back using recommended precautions.

---

REPLY ([HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?)

REPLYTOCOM=99032#RESPOND)

*Noelle Keeler*

July 13, 2020 at 1:14 pm (<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99032>)



Tracy,

I remember the day you turned in your resignation from East Penn and I was simultaneous totally jealous and thinking you were half crazy. So happy to see you doing amazingly well and now the tables are tilted towards totally jealous and knowing you are not even the slightest bit cra-cra:-) While I am no longer with the district, I know that your insight would be a welcome view for the current leader of the district. Thank for for this pragmatic post. Be well.

REPLY (HTTP://WWW.SUITCASESCHOLAR.COM/2020/07/09/NO-ONE-WINS-BUT-NO-ONE-DIES-WHAT-SCHOOL-MUST-LOOK-LIKE-IN-FALL-OF-2020/?REPLYTOCOM=99033#RESPOND)

*Tracy Antonioli*



July 13, 2020 at 1:54 pm

(<http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/#comment-99033>)

Oh, I'm definitely half-crazy! I would not trade the past seven years for anything, but it has been a rollercoaster ride! Glad you are doing well!

## Leave a Reply

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<http://www.statcounter.com>)



## Fall opening

Katherine Cashmer <cashmekat@mac.com>

Sun 7/12/2020 10:53 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

This is exactly what I have been thinking of all along. Please take time to read the article and consider presenting this for the opening fall procedures.

[http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?fbclid=IwAR2qJ2Wx4Y2dIWzpSjEMnMfnyBhZ2DcoNG\\_qWCCgdCgSTE0k\\_SqK-z7eSTo](http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?fbclid=IwAR2qJ2Wx4Y2dIWzpSjEMnMfnyBhZ2DcoNG_qWCCgdCgSTE0k_SqK-z7eSTo)

Sent from my iPad

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## Fall school: opt in for distance learning

Kelly Birren <bohemiaenthyme@gmail.com>

Sun 7/12/2020 7:30 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Greetings,

My family and I absolutely love being part of the Fernwood community, and have actually chosen to stay in Bay View specifically because of this fantastic school.

It is because of that fondness that I am hoping decision makers will take into account the need for flexibility this school year. We absolutely would like to continue to be a part of the Fernwood family, but grim headlines of record setting days for Milwaukee have shaken my confidence in the face-to-face setting.

If the decision comes down the line that in-person classes will resume, it is my hope that you will push to include an opt-in for distance learning. I am in a privileged position of being a stay at home mom. If given the choice to guide my 5 year old son's learning from home (at least until the situation improves), I would absolutely take it.

This option would make more room to safely teach children of parents who simply cannot afford to take off work by temporarily reducing class size. It would also keep us in the Fernwood community, as our spot at this school is very important to us.

Finally, my husband is a high school English teacher for at-risk students. Many family members of his students will need to work in essential and dangerous fields. In my opinion, he will unfortunately be at a higher risk of exposure, no matter how much effort is taken to mitigate the dangers. What is the protocol for when he needs to quarantine? Does my son's whole class need to assume they have also been exposed?

I do not envy your position, it is a difficult one. It is my hope that in-person classes be put on hold. If they are not, I truly feel that it is necessary to give parents the option to keep their kids home without losing their spot at school. We are all eager to get back to normal life, but we cannot will this away.

Thank you for your time,  
Kelly Birren

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## Fwd: School Reopening Plan

Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>

Mon 7/13/2020 8:21 AM

To: Governance <governance@milwaukee.k12.wi.us>

Please add to public testimony.

Begin forwarded message:

**From:** "Taylor, Sequanna" <taylor@milwaukee.k12.wi.us>  
**Date:** July 12, 2020 at 11:33:26 PM CDT  
**To:** "Mann, Jacqueline M" <spatesjm@milwaukee.k12.wi.us>  
**Subject:** Fwd: School Reopening Plan

----- Forwarded message -----

From: Kristen Muskevitsch <muskevitsch26@gmail.com>

Date: Jul 12, 2020 8:42 PM

Subject: Fwd: School Reopening Plan

To: "Taylor, Sequanna" <taylor@milwaukee.k12.wi.us>

Cc:

**Caution External Source**

----- Forwarded message -----

From: **Kristen Muskevitsch** <[muskevitsch26@gmail.com](mailto:muskevitsch26@gmail.com)>

Date: Sun, Jul 12, 2020 at 8:39 PM

Subject: School Reopening Plan

To: <[ohallomm@milwaukee.k12.wi.us](mailto:ohallomm@milwaukee.k12.wi.us)>, <[taylor@milwaukee.k12.wi.us](mailto:taylor@milwaukee.k12.wi.us)>, <[woodwaax@milwaukee.k12.wi.us](mailto:woodwaax@milwaukee.k12.wi.us)>, <[phillimd@milwaukee.k12.wi.us](mailto:phillimd@milwaukee.k12.wi.us)>, <[baezla@milwaukee.k12.wi.us](mailto:baezla@milwaukee.k12.wi.us)>, <[siemsee@milwaukee.k12.wi.us](mailto:siemsee@milwaukee.k12.wi.us)>

Dear School Board Members,

I started teaching 4K in Milwaukee Public Schools in 2018. I have taught at my school for two years. Throughout my time teaching, I have seen how our lack of funding and resources affect the students and the classroom. With the COVID shutdowns of our schools, this lack of resources and funding to maintain the safety of our students and staff has become even more prevalent.

Every year, I spend a large portion of my paycheck purchasing items to keep the students in my room healthy. I provide clorox wipes, lysol disinfectant, floor cleaner, hand sanitizer, and tissues for my classroom. I provide these items to keep my students healthy, and

because often my classroom does not get cleaned to the standard that I, my students, or my families are satisfied with.

Every year, I buy my own supply of crayons, markers, colored pencils, glue sticks, glue bottles, paint, and other supplies for my students. Although the school provides a small amount, we do not have nearly enough funding to support a 4K class of 30 students for the year. The CDC has stated that students are to have their own supplies which raises many concerns. I am concerned with where these supplies are going to be coming from and where they will be stored. This and the cleaning supplies mentioned above are not things that I will be reaching into my own pocket for, and I know my school cannot afford to provide me. As we are talking about reopening schools, many questions come up for me: Who is going to provide each of my 30 students with age appropriate, individual supplies? Who will be cleaning my room throughout the day to prevent the spread of germs? How will my classroom be ventilated in August when the weather is very warm? Who will be cleaning the 2 bathrooms that my entire class shares throughout the day? Who will be providing the wipes, soap, and other supplies that my classroom often does not have? What will happen when/if a student in my classroom tests positive for the virus? Where will my student go if they are running a fever or feeling ill? (because normally, the child stays in my room until an adult from their family can come pick them up)

I have a class size each year of 25-30 4 year olds who attend full day school. We are in a classroom that is also shared with a special education teacher. This means, on a daily basis, we regularly have groups of special education students coming in and out of the classroom. This can often mean that my classroom has 35-40 people in it at a time. DPI has recommended class sizes of 10 during this time. We should already have massive concerns about how we are serving students in a class this big in the early childhood setting, and we should be even more concerned with these classroom sizes during the COVID pandemic. There is no way to socially distance in a classroom where we regularly do not even have enough rug spots or table spots for students in the first place. Even if you split my class in half for an A/B schedule, I will still have 12-15 students per class. My class split in half, is the normal size that a 4K early childhood class should have.

Coronavirus has spread quickly and devastatingly through Milwaukee's lower income communities. Sending our students back to school will put them, their families, and teachers at risk. I know that even having an A/B schedule will not allow my classroom and other classrooms to meet the DPI guidelines for reopening schools. Although I love my job, and miss seeing my students, it is not worth the risk to myself, my family, my students, or their families potentially becoming ill. The only way to go back to school and ensure that we are doing everything we can to keep teachers, students, and families safe is to do school completely online until the threat of COVID is no longer present.

In addition, there has been discussion about a change in the early start calendar for the year. If I had known months sooner that our start date for the school year was changed, I could have planned and budgeted accordingly. We are now less than a month out from the beginning of the school year, and pushing paychecks back on such short notice will cause strain on finances that I use to pay off student loans, car payments, rent, and necessities. I am very open to accommodating a new start date when I am given a proper amount of notice. At this point, pushing back the start date for early start schools will put a strain on the finances of many employees and is not fair to put on our teachers with such short notice.

Thank you for taking the time to read this.

Kristen Muskevitsch

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**Fwd: 20-21 School Year**

Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>

Mon 7/13/2020 8:21 AM

To: Governance <governance@milwaukee.k12.wi.us>

Please add to public testimony.

Begin forwarded message:

**From:** "Taylor, Sequanna" <taylors@milwaukee.k12.wi.us>  
**Date:** July 12, 2020 at 11:32:12 PM CDT  
**To:** "Mann, Jacqueline M" <spatesjm@milwaukee.k12.wi.us>  
**Subject:** **Fwd: 20-21 School Year**

----- Forwarded message -----

From: "Woehler, Lauren" <woehlelb@milwaukee.k12.wi.us>  
Date: Jul 12, 2020 5:41 PM  
Subject: 20-21 School Year  
To: "Taylor, Sequanna" <taylors@milwaukee.k12.wi.us>  
Cc:

Good Afternoon,

I hope you are well.

I am writing to you today as an MPS teacher and a parent with a student in MPS. I would like to share with you my thoughts on the upcoming school year.

To give you a little background, my son is in 7th grade at A.E. Burdick and has attended this school since he was in K4. I teach at Gaenslen Elementary as the art teacher, seeing roughly 760 students each week. In case you do not know, Gaenslen has a high sped population as well as quite a few students who are medically fragile.

As a teacher, this past spring was hard on me - I missed my students tremendously. Many of my students at Gaenslen come to us with trauma and unstable home lives. I am starting my 3rd year at Gaenslen and I know how important stability and consistency is to my students, especially after having an influx of various art teachers over the years. Aside from making sure I am offering my students culturally relevant, engaging lessons, I know how important building relationships with them is. Building relationships is something admin and educators talk about all the time, but the reality is that it is an essential piece of effective teaching. When we were forced to go virtual during the spring, my students absolutely suffered from not having that face to face time. Over the past few years, my art room has become a space where students gather and pop in when they are struggling. I have worked very hard to make my room an inclusive, loving space where students can feel cared about and heard.

My son, who will be starting 8th grade this coming year, has expressed how much he misses being in school. At first, he was happy to be home and not in school, enjoying the more relaxed schedule. Unlike many families in MPS, we are lucky to have laptops and consistent internet service. He was required to complete work given to him by his teachers as well as work that I set out for him. As much as he enjoyed being home at first, it was clear that virtual learning was not challenging him at all. At this point, he has expressed the desire to go back to school, not only to see his friends and classmates, but to participate in face to face learning.

With the understanding that nothing can really replace face to face time in the classroom and how essential it is to our students well-being, I am not comfortable going back to school in the fall. I think that MPS is in no way prepared to offer staff and students the protection we need. I am personally high risk, having medical conditions that would likely put me in the hospital if I were to contract covid. Additionally, my mother has cancer and I have not been able to see her since before the shut down. In order to see her even for a few days, I would need to be tested for covid and then quarantine myself until I get my results. We are trying to plan for a visit before school starts because we both know that once school starts, it would not be safe. There is a good possibility that I won't be able to see my mom for Thanksgiving and Christmas.

I feel that MPS is unprepared to start school in person in any capacity, whether it be full-time or alternate days. MPS should have been preparing months ago for the fall. The fact that it is mid July and we are still waiting on a plan is ridiculous. So often teachers are required to deal with situations that are less than ideal and make the best of things. I feel like that is what is happening now, that MPS is depending on the fact that teachers will just rise to the occasion like we always do. I am tired of this treatment and I have only been in the profession for 4 years.

I can tell you that the difference in equity between my son's school (a whiter, neighborhood school) and the school I teach at (95% black, low income) is unacceptable. I see the inequities first hand and I know that it will be even worse come the fall. Parents that have the resources to homeschool, will do so but only those without the resources will be forced to endure this. While Gaenslen has an awesome, supportive set of admin and I am lucky to have a budget that allows me to buy most things, I know for a fact that too many schools like mine in MPS teachers do not have what they need to function.

Until we have this virus under control, and by under control I mean no new cases for 14 days, we should not even contemplate going to back to face to face instruction. I believe this wholeheartedly, even though I also believe that face to face instruction is crucial. We should be putting our efforts into providing stable, consistent and engaging virtual instruction. The virtual learning that was happening in the spring was a joke. While myself and many other teachers began setting up google classrooms and contacting students almost immediately, the support from the district was too little too late.

I know that no matter what the decision is for the fall, someone will be unhappy and ultimately none of the options are good ones. However, at this point the decision is between life or death.

Kind Regards,



Lauren Woehler  
Art Teacher  
woehlelb@milwaukee.k12.wi.us  
<https://www.donorschoose.org/ms.woehler>

Frederick J. Gaenslen  
1250 E. Burleigh St.  
Milwaukee, WI 53212

## Fall 2020 return to campus???

Lorinda Walters Flores <lorindaflores@hotmail.com>

Sun 7/12/2020 6:27 PM

To: Amy Mizialko <MizialkoA@mtea.org>; Governance <governance@milwaukee.k12.wi.us>

|                                |
|--------------------------------|
| <b>Caution External Source</b> |
|--------------------------------|

Hi,

I am Lorinda Flores, proud parent of three amazing MPS teenagers, and a proud teacher at Fernwood Montessori.

It is so obvious that students need structure, consistency, love, food, and education from their public schools. No one would EVER argue that. The concern is that we are in a pandemic, and it is absolutely NOT safe to go back into the classrooms. People will argue that children aren't big carriers of Covid19. But adults are. And there will be A LOT of adults in each school building, potentially spreading the virus.

Please also know that while virtual learning absolutely SUCKS, we can turn that narrative around and be so so thankful that we have technology (no other pandemic in history has had technology). Us teachers can figure out how to do our best to reach every single student. But that isn't the point of my email, today. Today, I have questions for you and I want to know the answers to the following:

- If a teacher tests positive for COVID-19 are they required to quarantine for 2-3 weeks? Is their sick leave covered, paid?
- If a teacher tests positive for COVID-19 that has been contracted at school, who pays for their medical bills?
- If that teacher has 5 classes a day with 30 students each, do all 150 of those students need to then stay home and quarantine for 14 days?
- Do all 150 of those students now have to get tested? Who pays for those tests? Are they happening at school? How are the parents being notified? Does everyone in each of those kids' families need to get tested? Who pays for that?
- What if someone who lives in the same house as a teacher tests positive? Does that teacher now need to take 14 days off of work to quarantine? Is that time off covered? Paid?
- Where is the district going to find a substitute teacher who will work in a classroom full of exposed, possibly infected students for substitute pay?
- Substitutes teach in multiple schools. What if they are diagnosed with COVID-19? Do all the kids in each school now have to quarantine and get tested? Who is going to pay for that?
- What if a student in your kid's class tests positive? What if your kid tests positive? Does every other student and teacher they have been around quarantine? Do we all get notified who is infected and when? Or because of HIPAA regulations are parents and teachers just going to get mysterious "may have been in contact" emails all year long?
- What is this stress going to do to our teachers? How does it affect their health and well-being? How does it affect their ability to teach? How does it affect the quality of education they are able to provide? What is it going to do to our kids? What are the long-term effects of consistently being stressed out?
- How will it affect students and faculty when the first teacher in their school dies from this? The first parent of a student who brought it home, and dies? The first child, who dies?

- How many more people are going to die, that otherwise would not have, if we had stayed home longer?

30% of the teachers in the US are over 50. About 16% of the total deaths in the US are people between the ages of 45-65.

If we head back into the classrooms, **you are essentially choosing to put your staff in danger. And in turn, you are putting all of the students and their families in danger.**

We are in a pandemic - there is NO SAFE WAY TO GO BACK TO TEACHING IN THE SCHOOL BUILDINGS RIGHT NOW. Please do the right thing, and go 100% virtual this coming fall.

Thank you for listening.

Lorinda Walters Flores

414-265-8043

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## School reopening plan

Michael Chay <mchay8@gmail.com>

Sun 7/12/2020 8:22 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Good evening,

Please forward this email to the school board directors.

My name is Michael Chay and I teach at Reagan IB High School and my son attends Milwaukee French Immersion School.

My family and I have been struggling to maintain our physical and mental health during this health crisis. It has been a challenge to find ways to navigate the world safely during this epidemic. We trust the professionals who have dedicated their lives to caring for the health of others. We have worked to follow the guidelines of those health experts and I implore the members of the board to follow the recommendations of health experts with regards to reopening schools.

Our schools have always been underfunded and teachers have always been expected to make do. Now with the deadly consequences of failing to implement strict health regimens to protect the children and adults in our schools I ask you to keep schools closed. Unless our district is somehow provided the funds to implement in-person schooling in the way experts recommend (as opposed to developing a plan that takes recommendations into consideration but does not keep the health and safety of human beings as its top priority) then we should avoid packing children and adults into unsafe buildings.

I understand that there are no good options from which to choose. But I also know that the evidence shows the types of communities hit hardest by this virus are the same communities our schools serve. I hope that you choose the plan that keeps as many children and adults safe from this virus.

Thank you.

Michael Chay

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**FW: Demand safe School reopening**Gill Herndon, Marva <[gillhemj@milwaukee.k12.wi.us](mailto:gillhemj@milwaukee.k12.wi.us)>

Sun 7/12/2020 10:22 PM

To: Governance <[governance@milwaukee.k12.wi.us](mailto:governance@milwaukee.k12.wi.us)>

Please add this email to distribution to entire board in preparation for Special Board Meeting.

***Marva Herndon, Director******District 1***[gillhemj@milwaukee.k12.wi.us](mailto:gillhemj@milwaukee.k12.wi.us)

Phone: 414-651-6340

Sent from [Mail](#) for Windows 10

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**From:** [Miranda Brannon](#)**Sent:** Thursday, July 9, 2020 4:24 PM**To:** [Gill Herndon, Marva](#)**Subject:** Demand safe School reopening**Caution External Source**

We need to make decisions that will support our schools, to protect the students, their families, community, the teacher's, the paraprofessionals, the administration, the school engineering and food service staff. We should not be allowing our president to bully us into making unwise choices. Stand up, push back and defend your people.

Wisconsin has the second fewest overall health restrictions in the nation, and according to The Atlantic's *The COVID Tracking Project*, Wisconsin now ranks worst in the country with the highest Coronavirus spread. Milwaukee County's positive test rate is 11%, more than five times the rate in New York City.

Health and safety, science, and equity must order our steps as we organize to protect our students and fellow education workers. The negligence and abandonment of our public schools by federal and state governments has left our nation unprepared to support a physical reopening of schools.

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## Reopening Schools

Paul Post <prpost@gmail.com>

Sun 7/12/2020 10:06 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Dear Board of the Milwaukee Public Schools:

I do not envy the difficult decisions you are going to have to make regarding the potential reopening of our schools this Fall.

As a parent, I would love for my daughter to be able to "go back to normal" and attend school in person, see her friends, socialize, continue to build her leadership skills, ...

But I don't believe there is any chance of school being "normal" this year.

As a member and strong supporter of PTA, I also bear a responsibility to advocate not just for my own child, but for every child. I recognize the vast disparity in technology, child care, time, food, health, and transportation needs across our district. Without a doubt, there are many families that rely on our schools for all of these things in addition to education.

As a human being, I'm frustrated to the core by the selfishness, political focus, and lack of empathy from our nation's leaders. Public health should not be political. The safety of our children should not be political. The safety of our teachers should not be political.

I believe that lack of leadership from the very top is the #1 barrier to successful school reopening. If something as simple wearing a mask is viewed by even a small minority as an affront to their inalienable rights and freedoms, well, schools can't reopen in the traditional way. It's just not going to be safe.

Until the point when our nation can mandate even the simplest methods of reducing the spread of COVID, I would urge the school board to focus on some different objectives:

- Creating and investing in the tools for an effective virtual learning environment
- Giving all families the choice to go virtual
- (Possibly) requiring all speciality programs like immersion to go 100% virtual - these are the most challenging programs to deliver in a hybrid fashion
- Repurposing our safest (Current HVAC and ventilation, operational windows, large classrooms) school buildings into in person schools for our families with the greatest need - at whatever grade level is needed
- Either eliminating testing all together or drastically rethinking the targets for each grade level and/or the process by which students can be held back to continue learning at a grade level appropriate to their current educational development

Thank you,

Paul Post  
414-698-8318

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## Submission of Written Testimony

amber castro <ambercastro87@gmail.com>

Mon 7/13/2020 4:48 PM

To: Governance <governance@milwaukee.k12.wi.us>

### **Caution External Source**

My name is Amber Castro-Kozlowski. I have 2 children who are in school. An 11th grader and a 2nd grader. They do not go to MPS but follow MPS schedules. I am a mother who has many health problems such as lung and heart conditions. I do not want my children going back to school. I understand not every household has a stay at home parent but I can not afford to get covid 19. My chances of serving are slim to none says my doctor. My kids did an amazing job at virtual learning and summer schooling. I was just reading that 3 teachers in Arizona caught covid 19 and one died. And they took every safety precaution there was to do. One of my children goes to an alternative school and has to take the city bus there. These city busses are not being cleaned after people exit the bus and a new passenger gets on. There is literally no way around this our children need to come 1st and the only way to keep them safe is by staying as virtual learning til a good working vaccine is made. Any questions plz feel free to call me 414-595-3844

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

**Attn: Director Annie Woodward**

Amelia Brummund <amelia.brummund@gmail.com>

Mon 7/13/2020 5:47 PM

**To:** Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Please vote YES on the 3-phase school reopening plan!

~Amelia

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For Immediate Release

July 13, 2020

Subject: MPS School Reopening Plan

The Black Educators Caucus wants to start this letter by stating that nothing is more important to us than the safety of our students, families, and staff. We remain committed to encouraging widespread engagement to ensure the district's reopening plan meets our entire school communities diverse needs. We are in a unique moment, where as a district, we have an opportunity to create classrooms, schools, and a district that is unmistakable in their commitment to ALL students' learning, leaders in building partnerships between schools and communities, as well as being a respected and desirable employer. Our reopening plan should be explicit in creating a learning and working environment that is universally excellent for all. We cannot enter the decision to return to school hastily, and we risk the lives of the most vulnerable students and our communities of color if we do so without considering this reality.

For far too long, educators and parents have been responsible for subsidizing our classrooms' cleaning supplies. Purchasing disinfectant wipes, hand soap, hand sanitizer, Kleenex, and paper towels to ensure we can keep our classrooms clean and our students healthy. As educators, we know all too well the reality of health and safety in our district school building, such as sinks with only cold water, improper ventilation, inadequate supplies, and lack of staff. Our families and those most vulnerable in the community are dealing with the reality of being forced to choose between an entire year of virtual instruction with the minimal childcare, a vague hybrid model that lacks clarity on execution, and a model that puts our youngest students back into the classroom face-to-face that could potentially result in another wave of COVID-19. We ask that our district, the school board, and the Milwaukee Teachers Education Association commit to supporting the #14Daysnonewcases campaign. We can not and will not return to our buildings until Milwaukee County, who just reported an 11% rise in cases, has no new cases for 14 consecutive days.

States and school districts across the country are unveiling their school reopening plans that put our colleagues and their families, our students, and their families in danger. Our district's school reopening plan for in-person or a hybrid model still leaves far too many questions for both staff and families. Even in countries that have far better controlled the pandemic, they have had to close schools soon after reopening them. Schools in [China](#) and [South Korea](#) have closed after infections flared up. Students and staff have contracted COVID-19 in schools after reopening in [Canada](#), [France](#), the [Netherlands](#), and [Israel](#), forcing them to close again. [Just recently a childcare center in West Allis](#), WI had to close down due to positive Covid-19 cases. [Milwaukee has also seen a spike in its youth Covid-19 cases](#) as well. [Now new research suggests](#) that children transmit COVID-19 just as easily as adults do.

These trends and research demonstrate that it is irresponsible and dangerous to reopen school buildings this fall. If elected officials and district officials want schools to reopen, then they need to implement the public health measures that they should have implemented months ago, including, but not limited to: mass testing, contact tracing, and strict suspension of nonessential business and travel activity. Our

state and federal government also must provide the economic relief we and our families need to endure these public health measures, including, but not limited to: basic income, rent, mortgage, and utility cancellation, protection from eviction, and passage of the HEROES act immediately.

**As educators we know how impossible it will be to implement strict physical distancing, mask enforcement, constant sanitation, and hybrid learning in every school. Even if these measures were magically funded and implemented by August, we are not confident that these measures will keep us safe when [Dr. Anthony Fauci warns](#) that the U.S. may soon see 100,000 new cases per day. We refuse to return to campus until Milwaukee reports no new cases for at least 14 days. I hope our district refuses to send us back as well.**

(No subject)

Anna Guzman <guzmananna062913@gmail.com>

Mon 7/13/2020 7:24 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

what makes you think it's going to be ok to reopen when they are considering re closing businesses here in Milwaukee

nani

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## Thoughts and concerns over school reopening

Aryianda Hager <ahager10@gmail.com>

Mon 7/13/2020 4:39 PM

To: Taylor, Sequanna <taylor@milwaukee.k12.wi.us>

Cc: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Hello Director Taylor,

I wanted to share my current thoughts on school reopening, as they have changed greatly since I took the reopening survey.

At first, I was completely opposed to only virtual learning. Believing that we needed to go back, in part, every other week or a few days a week to really be able to "get some semblance of normalcy" or "effectively learn".

I said as much in the comments of the survey. Referencing the very poor and slow response MPS had to virtual learning this past spring. I also mentioned that being in a Montessori school, it is very hard to translate that "style" of learning to a virtual space. And also citing the lack of Montessori supplies at home.

However, with COVID-19 cases climbing daily to unprecedented numbers, I implore MPS not to reopen schools in any other way OTHER THAN VIRTUAL. I am terrified of sending my kids back to school under these circumstances. My kids are terrified. Other kids are terrified. The teachers are terrified.

This is literally life and death.

And I cannot in good consciousness, send my kids into this situation.

I absolutely love our school. I love our community, the teachers, and all the amazing opportunities it has afforded my children.

But if I have to chose between their health and safety and sending them back in person, the choice is clear. I refuse to send them back under these circumstances.

I will continue to support my students, our school and our teachers through a virtual option as best as I can. We will learn how to adapt. We will do it, because it is the ONLY safe option.

Thank you for your time and for reading the thoughts of a parent.

Aryianda Hager, mother of 2 students at MacDowell Montessori school

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## Re: Staff Return to Schools

Stein, Rebecca A <steinrb@milwaukee.k12.wi.us>

Mon 7/13/2020 9:55 PM

To: Governance <governance@milwaukee.k12.wi.us>

Hello again,

I also wanted to add that I have two school-aged children at home and have absolutely no idea what to do for childcare. I do not want to take a leave of absence. My job as a speech and language pathologist can be done virtually from the home environment. Our IEP meetings went very well in the spring when done virtually. Please continue to consider what could turn into a true hardship for our department.

Thank you,

Becky Stein

---

**From:** Stein, Rebecca A

**Sent:** Monday, July 13, 2020 7:38 PM

**To:** Governance <governance@milwaukee.k12.wi.us>

**Subject:** Staff Return to Schools

Hello to all,

I am a speech and language pathologist at Hartford University School. I think the right decision is to have the phased (eventual) return of students to MPS. I am concerned about staff returning to our buildings. I felt as if our staff was able to participate collaboratively and efficiently via virtual meetings. The thought of interacting with staff members, many of whom have health issues, is worrisome.

Thank you for your time and consideration,

Becky Stein



## Staff Return to Schools

Stein, Rebecca A <steinrb@milwaukee.k12.wi.us>

Mon 7/13/2020 7:38 PM

To: Governance <governance@milwaukee.k12.wi.us>

Hello to all,

I am a speech and language pathologist at Hartford University School. I think the right decision is to have the phased (eventual) return of students to MPS. I am concerned about staff returning to our buildings. I felt as if our staff was able to participate collaboratively and efficiently via virtual meetings. The thought of interacting with staff members, many of whom have health issues, is worrisome.

Thank you for your time and consideration,

Becky Stein

## School reopening.

Colleen Vasquez <crottece@gmail.com>

Mon 7/13/2020 6:36 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Please only do online schooling until this society is safer. Our governor doesn't have the power to keep our children safe, so please I implore you to step up. Start working on a meaningful plan for online schooling. My 13 year old son is terrified of being exposed and has only left the house a few times and even then it was just for a car ride to have a small change of scenery.

Sincerely,

Colleen

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## Opening Plan For Fall 2020

Cristina Salazar <cristinasalazar253@gmail.com>

Mon 7/13/2020 10:54 PM

To: Governance <governance@milwaukee.k12.wi.us>

Cc: Tony Baez <tonybaez0903@gmail.com>

**Caution External Source**

Dear School Board Members,

I hope this email finds you well. I'm reaching out to you in regards to the MPS reopening plan for the fall semester. My name is Cristina Salazar my daughters attend ALBA school and my son goes to Milwaukee School of Languages. I understand that this upcoming school year brings a lot of challenges for our students and teachers for that I'm asking you to consider online learning until the coronavirus has subsided. My family experiences the illness of this virus very close my husband and I were sick and it was something that I did not expect to happen to me, but the virus is real and the black and brown communities are the most affected. Also, in our school couple families have been affected by this virus it is heartbreaking but one of the ALBA families lost a grandmother and great-grandmother due to the virus. Another family was sick two weeks ago and the youngest member of the family is only a six-year-old the virus does not exclude children or adults everyone is vulnerable. I'm writing to you because I value the noble service and hard work of every teacher in the classroom. Spring semester was not easy, but the teacher learned how to use many tools to enhance the students learning so I believe that MPS can start the fall semester online and later transition to face to face classes. In addition, today the city of Milwaukee approves mask mandate and our school does not have an air conditioner ALBA is an early start school, so I imagine the difficulty to teach under that mask while still summer with high temperatures. My children are enrolled in summer school, and so far the experience has been amazing my daughter's 4th-grade teacher shared her screen with students they work together on quizzes, she also shared daily homework on Google classroom, so I see how this teacher is trying her best to help the students and my daughter loves it. We are learning to cope with the new normal and MPS and teacher have been very creative on how to reach our students, so I believe that students can learn online until is safe. I understand the heavyweight on you to make a decision to benefit our students, however, I'm hoping that you take my comments and concerns into consideration when you are making the decision.

Best Regards,  
Cristina Salazar

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## Schools

Cynthia Maldonado Santiago <c.maldonadostgo@gmail.com>

Mon 7/13/2020 8:18 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

My name is cynthia maldonado my son is goin to forest home ave. School for 4k for that age is hard use a mask all day and all the time i prefered the school start in FULL REMOTE LEARNING

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## Covid 19

Danielle Love <danyale112@gmail.com>

Mon 7/13/2020 10:44 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

I believe as a community we need to know that the children are our future if we send our children back to school and not knowing where and how covid-19 is coming we will have a lot of dead bodies I believe we should not open the schools until we find a cure you have people that show no symptoms what if it's a teacher or a few teachers in the school showing no symptoms giving off covid..now we have children sick and not understanding where the sickness is coming from we have to really think long and hard about this the future is up to us and we have to do everything to protect our children or there will be no future

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## Opening Schools concerns

Danielle Robinson <robinson.danielle.k@gmail.com>

Mon 7/13/2020 12:46 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

To School Board Directors-

Thank you so much for taking the time to read this and I realize the choice you have to make is incredibly daunting. However, in the past week Wisconsin has reach record number ins COVID cases with cases also popping up in 2 CLC sites. As a teacher and a parent of a newborn little girl, I take my job very seriously as a teacher in MPS. I have in no way enjoyed having to teach students virtually. Each day I engage in breakfast duty, lunch/recess duty, end of day duty and work with over 60 students as an interventionist. Each day I come in to contact with hundreds of students. I look at my job as first protecting children when they are in my care and then focusing on helping them learn. We know that students have struggles learning when they do not feel safe. If we ask our students to return we are not able to keep them safe nor their families safe. We are looking at a possibility of infecting numerous students, families and staff. We have already lost MPS employees. The virus is now known to be airborne and cleaning surfaces is not going to help in this situation. We know this disease disproportionately infects and kills the Black and Brown population. As a teacher of a predominantly Black population school I cannot justify their lives and their families' lives to be in person.

I feel that last year was a struggle to have families engage digitally however, with the remainder of the summer we can begin to make contact and help set families up with the resources and ideas for success next year. With the time left of the summer we can begin to invest in helping teachers to better learn virtual best practices. This time is unprecedented but we will persevere. I believe if we can make through this time knowing we were able to keep our children safe and families safe we will have made the right decision. Please deeply consider to moving the school year to be virtual until we can begin to vaccinate or the virus has become less deadly.

Thank you so much for your time,  
Danielle Robinson

Brown Street Academy

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## Opening schools

DeAnn R. <dzt1979@gmail.com>

Mon 7/13/2020 10:44 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Dr. Keith Posley's recommendations for re-opening schools gives me an overwhelming sense of relief. I have been so worried about the children returning to school. I truly believe that if they had to go to school buildings the number of cases would increase dramatically. I hope he reads this email, I want to say THANK YOU SO VERY MUCH!!! I hope his recommendations are listened to and approved of.

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## Submission of Written Testimony for Megan O'Halloran

ATTN: Office of Board Governance

Date of Meeting: Thursday, July 16, 2020

**Dulce A. Guzman**  
**2351 S. 31st St**  
**Milwaukee, WI 53215**

Agenda Topic: Plan for Reopening MPS Schools.  
Do Not Support

President Miller and members of the board,

I am e-mailing you today regarding the School Reopening plan for this fall.

The Council of Exceptional Children stated...

*“Great inequities exist in remote learning for young children, students, and families, including access to technology, individualized supports to access virtual learning, and educators who need training and technical support to achieve technology literacy for their virtual visits and classrooms. In particular, we know that students with significant cognitive or intellectual disabilities, severe behavior disorders, and who are deaf or blind have not been well served during distance learning. Infants, children, and youth with medical complications will need specific considerations because these students may still be learning remotely due to medical conditions that place them in the high-risk category, even after the return to in-person instruction.”*

As a parent, my child was not well served during the school closure and want to ensure this does not happen again. As a result, I ask no plan be approved that does not thoughtfully or intentionally address the needs of our district’s special education students. Planning with the needs of the most vulnerable first will ensure not only the physical, emotional, and academic needs of the most vulnerable population are met, but that of the entire district. Therefore, I ask that nothing be approved unless the following items have been considered and addressed:

### **Under all scenarios:**

- Protect the integrity of the IDEA by:
  - Providing mandatory and consistent **professional development** for special education teachers and support staff that is research based, frequently **monitored for quality, fidelity and impact**. Special education teachers and support staff should receive adequate training and support on **creating and tracking IEP goals, establishing and reinforcing data-driven practices to guide teams in creating and updating IEPs, SEL training, and anti-racist training** in preparation for both, virtual and traditional learning. As we know, emergency licensed teachers are disproportionately serving students with IEPs, as a result require the most support and training.
  - **Providing a proactive and detailed plan for distance learning** specifically for our immunocompromised students, who will not be able to return despite the re-opening of schools that will include a plan to provide technology (computers/laptops), hotspots (as needed), and built-in educational software which teachers and support staff have been trained on. Offer training and technical assistance for educators so they can fluently navigate technology and education delivery in a virtual setting. Offer training and technical assistance for families of students so they can fluently navigate technology to support their children, in partnership with educators, in a virtual setting.



- **Comprehensive plan** for how services will be rendered with the imminent return of the virus as is projected by various experts for the 2020-21 School Year. Plan should clearly articulate how IEP goals will be met, monitored, and assessed in a virtual setting, as well as what teachers and parents should do if goals need to be updated. As a parent I believe that MPS and its families would be greatly assisted by a guide similar to the plan implemented by the Chicago Public Schools which can be seen here, [CPS Special Education Guidance](#)
- **Clearly articulated** plan with **minimal daily NEW instruction** students will receive from staff in a hybrid or remote learning model. This past springs services differed greatly between teachers and schools, where some students received daily contact and some students did not receive anything. This is unacceptable and parents/caregivers deserve to know exactly what they can and should expect from staff daily.

In the case that students return to school, we want to ensure no decision be approved without the following:

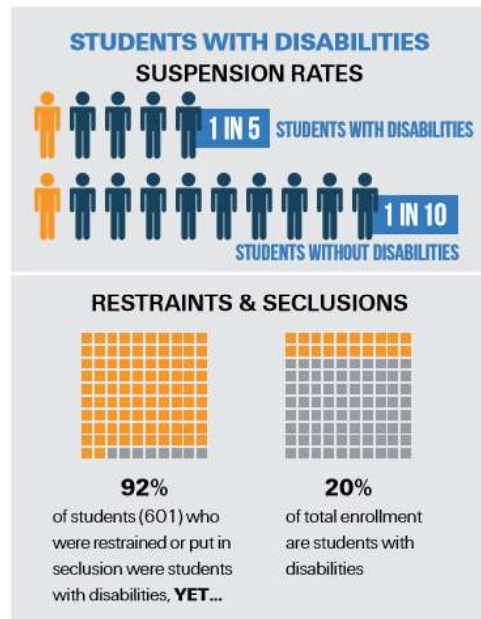
- **Staggered Schedule**

- If staggered schedule is adopted. I do **not** support any schedule that does not allow disinfection between cohorts of students. Below are two options to consider that put the safety of our students and staff first:
  - **Cohort A** to attend Monday and Tuesday, **Cohort B** on Thursday and Friday and Wednesday for sanitizing and **professional development** to ensure staff has the training necessary to deliver services remotely, as we were all ill equipped this spring, **OR**
  - **A Week and B Week** (Monday-Thursday), **Friday** for disinfecting and professional development.

I do NOT support the staggered schedule as stated in the outline as it does NOT allow for sanitization and disinfection between student cohorts.

- **Personal Safeguards**

- Ensure that teachers and students have appropriate PPE provided by the district. Shields should be provided for Speech Therapists, speech students and any student and their teachers who rely on facial cues, have sensory issues, or for other reasons cannot wear typical face masks.
  - A clearly written policy on encouraging students to wear protective gear, but under no circumstance should their lack of compliance be used to punish students, suspend students, belittle students, restrain/seclude students or contact the police. Based on the data (See below), students with disabilities are disproportionately suspended, secluded, and restrained and we do not want “mask wearing” to become another form through which students are removed from the learning environment.



- Teaching and practicing hand hygiene and respiratory etiquette. Ensuring classrooms are equipped hand sanitizer or access to a sink with soap, tissue, and necessary cleaning supplies.
- **Environmental Safeguards**
  - Cleaning and Disinfection
    - Quality Control
    - Who is responsible?
    - Cleaning during the day?
    - Plan for when cleaning staff is sick or position is vacant and cannot be filled?
  - Shared Objects
  - Ventilation
  - Water Systems
  - Modified Distance Layouts (desks, spacing, carpets etc.)
  - Signage and Postings
- **Operations**
  - Protections for Staff and Children at Higher Risk
  - Regulatory Awareness
  - Arrival, Dismissal, Bus, Lunch, Passing, Bathrooms, etc.
  - Gatherings, Visitors, and Field Trips
  - Plan for when someone in the building becomes ill and how will families be notified.

In closing, I ask that the board not approve this plan until the aforementioned issues raised are addressed in the school reentry plan.

Respectfully,

Dulce A. Guzman

## Dulce-A.-Guzman-Letter.docx - Word

Dulce Guzman <chik3dmartinezchimino@gmail.com>

Mon 7/13/2020 9:00 PM

To: Governance <governance@milwaukee.k12.wi.us>

 1 attachments (52 KB)

Dulce-A.-Guzman-Letter.docx;

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## Concerns

Eliza Aldape <eli.aldape11@gmail.com>

Mon 7/13/2020 8:20 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

My question is regarding the 5 day with the virtual option for students that parents do not wish to send them. What will happen if the amount of students that do decide to attend does not allow for social distancing? How will the number of students deciding to attend be managed to maintain the safety guidelines?

I know that issues of childcare for working staff are being considered, however, I still wanted to express my concern. As a teacher with children under 5 years old, I am struggling with the idea of having to send my kids to childcare when schools themselves will not be completely open.

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## Phase-In Plan, Technology

Herber, Elizabeth A <herbera@milwaukee.k12.wi.us>

Mon 7/13/2020 7:11 PM

To: Governance <governance@milwaukee.k12.wi.us>

Good evening,

I'm emailing to express my support of MPS's proposed phase-in to start the year with distance learning. One concern I have with the plan is that teachers will be required to be in their school buildings during distance learning. I understand this offers the opportunity for teachers to collaborate with other faculty, but the technology that I have available to me at home far exceeds that that's available at school. I fear the computer I use in my classroom will not be able to handle the demands of hosting Zoom or Google Meets meetings. It often froze when using it for simple tasks on the SMARTboard, and hosting meetings puts much a lot or demands on a computer's CPU. Further, I think it would be beneficial for all staff to stay safe at home and not risk spreading COVID to faculty within their buildings.

Thank you

## School opening

esanders1015@gmail.com <esanders1015@gmail.com>

Mon 7/13/2020 6:44 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

I am against teachers physically going back to schools in the fall.

Upon reading the reopening plan, there is some vague wording implying teachers need to be physically at their schools for "consistency" and for "collaboration" purposes. This is false. Teachers and staff are fully able to follow expectations as directed by school administrators from the safety of their home. They can easily collaborate with others via email, virtual meetings, and other ways, as long as there is an expectation for staff to do so.

The difficulty with this at the end of the school year was because there were no clear/consistent expectations for teachers or support staff, and thus collaboration was left up to the individual. It had nothing to do with where we were physically. Returning staff to schools will not necessarily increase collaboration nor improve consistency, but it will, without a doubt, increase risk of infection.

Please keep our staff safe and have everyone work from home.

Elizabeth Sanders  
MPS Occupational Therapist

Sent from my iPhone

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## MPS re-opening

Emily Hettiger <emily.hahn2@gmail.com>

Mon 7/13/2020 8:45 PM

**To:** Governance <governance@milwaukee.k12.wi.us>; Taylor, Sequanna <taylors@milwaukee.k12.wi.us>; OHalloran, Megan <ohallomm@milwaukee.k12.wi.us>; Woodward, Annie <woodwaax@milwaukee.k12.wi.us>; Peterson, Robert E <petersre@milwaukee.k12.wi.us>; Phillips, Maria Paula <phillimd@milwaukee.k12.wi.us>; Miller, Larry F <milllerlf@milwaukee.k12.wi.us>; Baez, Luis <baezla@milwaukee.k12.wi.us>; Gill Herndon, Marva <gillhemj@milwaukee.k12.wi.us>; Siemsen, Erika <siemsee@milwaukee.k12.wi.us>

**Caution External Source**

Dear Board Members,

I am an MPS employee and MPS parent. I have strong feelings about the potential of MPS re-opening.

1. As a MPS parent, I can say that virtual learning has been very challenging for my son. However, I would do it again in a heartbeat if it meant my son would be safe, and if it meant saving the lives of the other staff and students who WILL get sick (and some die) due to schools being open. No, he didn't enjoy it. But, will students enjoy school with all of the restrictions, anxious teachers/staff, mask wearing, waiting around while things are cleaned, that will be imperative in order for us to safely return?
2. If we open, staff and students WILL get sick. My seven year old son (MPS student) has difficulty wearing a mask effectively for long periods of time. We can and would practice, but as a young child, he will touch it, play with it, take it off, itch his face under it, etc. Especially during the 8+ hours he is in school (as he would be attending before school care). He is not alone in this. Furthermore, how will we enforce masks for those students who refuse? For parents who come in?
3. By opening our doors, we are saying that we are ok with a number of staff and students getting sick (and thus, a number of them passing away). Who's life is worth the risk? 1 teacher or student? 2? 20? I will make sacrifices and do the difficult thing (work virtually and have my son do virtual school) in order to ensure our safety (and the safety of others) during this pandemic. If there are two options; in person schooling for those who want it, and virtual for those not comfortable (as was listed on the MPS parent survey), I as an MPS employee would be forced to make the difficult choice between my job (because I would have to return to work in person), and the safety of my family as there would be no one else to stay home with my son. I'm not alone in this, many of us MPS employees would be making that choice, and I would guess that some may even resign to stay home with children.
4. There are so many ways in which COVID would spread in school. Who will do all of the extra cleaning? There's not one person working in a building who doesn't already have an overflowing plate. The extra cleaning time will come at the expense of something.
5. Personally, I worry for my own health. I am healthy now, but went through two years of chemotherapy as a young adult, and there is no clear evidence on how my body would respond to COVID should I contract it. I am not alone as I know many other MPS staff who are high risk for any number of reasons.

COVID 19 spread is not in control. That said, if/when we open, we will likely have to close again as students and teachers test positive. At which time, parents would have no notice for finding daytime care for their children. Furthermore, if my son is exposed at his MPS school, or tests positive and needs to quarantine for 2+ weeks, I will need to take a leave of absence to be home with him. This will likely happen multiple times between myself and him throughout the school year.

As staff and students are out due to positive testing, a number of questions come to mind:

- How will this affect our sick hours we as staff need in order to be able to retire someday?
- Who will sub for all of us when this happens?
- What happens when large chunks of students and/or staff are having to quarantine for weeks?
- How will buildings operate with less staff?
- Where will we get the subs (how many people would really want to sub in places where someone just contracted COVID)?
- Will all quarantining students fall behind after 2+ weeks of no school? Or will teachers be expected to teach in person, do extra cleaning, and also create a high quality and easily usable online curriculum at the same time?
- Who will track students who are quarantining and when they are supposed to come back (not all schools have a nurse in the building)?

I'm not ok with sacrificing my child as potentially one of the few who would get sick and die, and I don't think that other MPS families would be ok with that either.

All of this said, let's stick with virtual. Yes it's hard and kids don't like it as much, but we will save lives. If we decide on it, we can provide teachers with the time and PD necessary to do it well. We can give parents time to plan for who will care for their children. We can always change to in-person schooling once it becomes safer. But, what we will not be able to undo the damage that will be done by going back too soon.

Emily Hettiger

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## Submission of Written Testimony

Eric Bashirian <ebashirian@gmail.com>

Mon 7/13/2020 8:04 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Who is being protected?

It's not the children because the statistics CLEARLY show their risk is infinitesimally small.

It's not the family members of the students at home because there is evidence children are not responsible for transmitting the virus ([American Academy of Pediatrics](#)).

Is it the teachers? If the worry is for the teachers, once again, children are not transmitting the virus. If the worry is other faculty, perhaps have them wear a mask while around other faculty.

Virtual learning, ESPECIALLY in young children, is unbelievably worthless. I'm not going to link studies but it is common sense.

If you decide to not reopen schools, please please provide data and statistics as to why you're making that decision. And not just "rising cases". Data on who is at risk and who is not.

Because once again, who is being protected?

Eric Bashirian

4k student at German Immersion

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## School Opening

Erika Orth <eorth1@gmail.com>

Mon 7/13/2020 12:24 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

To whom it may concern,

I have a child who attends MPS school; she just started 4k last year. I was pretty excited to get her out of daycare and into school. So I was pretty bummed in regards to everything that happened for the 2019-2020 school year. When I received my survey about re-opening schools in the fall, we (Wisconsin) had Covid pretty under control and no curve at all. Naturally, I completed the survey that we should definitely have the kids go back to school! They miss the social interaction and need to be taught!

However, since then, cases have been on the rise. Particularly in less affluent areas; like Milwaukee. I know many people feel that this virus is 'no big deal' or 'being exaggerated' because of the low death rate associated with it at 1%. With 75,000 MPS students alone that 1% is already 750 potential deaths. This does not account for any faculty and/or the family that that student is going to be coming home to. Even if each student only lives with 1 adult there is another 75,000 people and another 750 potential deaths. I do not want to risk the life of my child to go into 5k. Or of her teachers, the camp directors, the lunch ladies... you get the idea.

I know that the decision needed to be made with enough time to communicate to parents, but I believe that if those same surveys were now sent out; as cases are increasing, you may receive back very different responses from parents like myself.

Please do the right thing and leave schools closed. To risk the lives of so many people is irresponsible, at best.

Thank you for your consideration.  
Erika Davis

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## School reopening

Heather Cortes <heathercortes1975@gmail.com>

Mon 7/13/2020 8:21 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

My kids are in a charter school attached to mps. I WILL NOT send my kids back in the fall. My kids have asthma. I have also been sick for years from an autoimmune disorder. If you think you can contain covid 19 and keep the kids safe you're delusional. If you need an example: LICE. The schools cannot even contain lice most years. I can't remember how many times we've had it when we were still in a public school. The parents knowingly send their kids to school infested and tell no one. Do you think it'll be any different with the virus? The parents need to work. They will knowingly send their kids to school even if one family member is sick. They will send them even if all of them are sick, or haven't you had to call parents before when a kid is obviously ill to come get them? You know you have.

Just in my neighborhood alone most of the kids don't get breakfast or lunch if they don't go to school. They go to school to get food even when they're sick. Are you planning on providing masks, hand sanitizer and enforcing social distancing? I'm going to say no. There isn't even enough funding to make sure all the kids get school supplies when they can't afford them. We all know that teachers buy them when they can. Even then school staff are afraid to discipline students the way they should and just call the police. How are you going to enforce social distancing? Be realistic. You guys can't even make them pay attention in class. You're going to have several kids who think it's funny to spit on people or just ignore the rules all together and they'll tell daddy if you try to stop them. I saw it in March myself.

I sent my kids to school in masks in March. The students, teachers and parents all thought it was ok to bully my kids. The office sent my son to the counselor saying he was obviously mentally ill and told him he couldn't wear it. They laughed at them. Who is laughing now? Not me. It's not funny.

I live in the most infected zipcode in the city. Almost nobody in my neighborhood wears a mask unless they are mandated at work. Even then they wear the same nasty mask until it falls apart weeks later. I make washable ones with filter pockets and brass nose bands, but they aren't willing to buy them even though they last for months. The general consensus here is that it's just the flu, or it's a government conspiracy. If the parents bother to buy the kids a mask chances are they won't wear it. Most parents will expect the school to buy it just like they expect the teachers to raise their kids.

Opening the schools is like lighting a slow burning fuse on an atom bomb, and then asking how this could happen when it finally explodes. The newly infected very sick patients are getting younger and younger. I didn't get that information from the news. I got it straight from the nurses I make masks for. You know what else they told me? There are refrigerated trucks behind some of the hospitals full of dead poor people. Nobody gives a crap about the poor. Watch the virus hit the more affluent suburbs. Then it will be all over the news about what a tragedy it is and how we have to reinitiate the lock downs.

My great grandmother came here from Sweden during the Depression and the Spanish flu. She told me a lot of horrendous stories about the stupid things people did. You know what is truly horrifying? What you are all doing is like hitting replay on a cassette player. Quite a few of you need to crack open a history book. The moronic behavior people like to exhibit on a regular basis is written in there.

During the Spanish flu people didn't want to wear a mask, they wanted to reopen too early without anything changing, etc. Guess what happened? A lot of people died that shouldn't have. All that could've been avoided. I thought teachers were supposed to teach history. Maybe you all should learn

at your advanced ages and try looking this up. I have already had to have one of my daughters tested. Some kids at work decided to go party on Memorial Day. They are all positive. She works in Greenfield. The only people really wearing masks there work at grocery stores. Most of the customers don't. The only reason Tessa is negative is because she wears a mask every time she steps outside of the door.

The hair salon I go to is supposed to wear masks. They don't. Half the fast food places don't either even when they're supposed to. Jimmy John's on 27th street doesn't. I walked in to get a sandwich. All their masks were on the counter. They don't wear gloves either. I can give more examples. If you can't get adults to wear masks and stay six feet away how will you make kids do it? Not to mention that some rude cow sneezed all over me last week. This was a woman in her fifties. Let me tell you that this is a serious problem. Most of the people I see don't teach their kids basic manners like covering their mouths. Are you planning on buying the kids swimming goggles too? The virus infiltrates the mucus membranes. That would be your eyes, nose and mouth. Just today I saw quite a few people wearing masks with their nose hanging out. How are you going to keep them from touching their faces and each other? Don't try to say you can. Most classes are thrity to forty kids crammed in a small room with little to no ventilation. Then you have lunch and recess with even more kids crammed together. You may as well get them all to drink juice using the same straw for the whole school.

For some reason the current administration thinks we're all stupid. According to them poor means stupid. I am poor. I am not anywhere near stupid. Unfortunately plenty of people out there have more money than common sense. When you don't have much you should appreciate what you do have. At least that's what Grandma told me. She also told me to think for myself and not be a sheep. I know it is hard to find someone to watch your kids when you go to work. I have six of them myself. When it comes down to the wire I would rather be broke than see them die. Tessa came so close already. Her DOCTOR got scared too. I refuse to put my kids in a situation that will only end in tragedy.

If you need a reason to keep your kids home and force yourself to wear a mask I have a few. The biggest one is what happens when you get the virus. Did you know that if it gets bad your lungs basically liquefy and you drown in your own fluids? Even people who are carriers, asymptomatic and only get a slight case are going to have life long health problems. Is that a risk you want to subject your children to?

The military has already said that anyone that gets the virus is barred from enlisting. How many of our kids join to get money for college? Then there's the issue of insurance. You can be damn sure that you won't get any with that preexisting condition. My son can't even get insurance to cover getting his wisdom teeth out since they're trying to say he has had them before he got insurance through them.

Right now the current group of sociopaths in the administration are trying to take away SSI, Medicare, Medicaid and programs like food stamps. If you are denied insurance and can't work after getting the virus where are you going to turn next? Yeah, those nifty social nets that barely cover the basics.

Do us all a favor and keep the schools closed. While I absolutely hate online classes I will make the kids take them. At least they will be alive to take them. If they go to school and bring the virus back home we're all pretty much screwed. Just imagine how many kids will end up in foster care when their parents die. I know for just my family if I die my kids will have nowhere to go but foster care. We will lose the house, the car, the dogs and all their things. If the state pulls kids from your house they won't take anything with them. It will be infected. They will lose everything they own. Pets will be euthanized at an unprecedented rate. What do you think will be more traumatic for them: missing their friends or losing their whole world?

In case you think I'm being overdramatic you should know that I know more than a dozen people who are infected. Just last week my friend called me. He was supposed to come over to help me with some yard work I can't manage. He called and told me not to come over and that he couldn't come to help me. His dad went to the VA to get a regular health check. They did a virus test while he was there. A couple days later he had a podiatrist appointment. They told him he couldn't come in when he got

to the door. Evidently he is positive, but they failed to notify them. There are five people in his house. They all have it. My friend was a nurse at one of the hospitals. She died. Another friend got it after going back to work. She lived but her toddler died. My son's friend got it. He died a month ago. He was fifteen. My friend works at the Snap-on factory. They all have it over there since April. I haven't heard from him. I'm assuming the worst. He's in his thirties. My ex husband has it. No loss there except he owes me enough money to buy a house with back child support. He works at a restaurant. My best friend from high school has it. He is married with three kids. His kids have it too along with his wife. His kids are all under fifteen. I can keep going. This is really bad. Keep the kids at home. I can't think of one thing my kids absolutely need more than their health. Even if you have a roof over your head, love in your life and food in your stomach it doesn't mean much if you're dying. You can come back from anything but that. Death is final.

I am aware that this email is long, and most people these days have the attention span of a gnat. I would hope that you will take the time to read it to those who feel school is more important than living. Catching up to grade levels is hard, but it can be done. Loneliness is hard but can be mitigated by the internet. My kids see their friends through zoom. Wearing a mask is a pain in the butt. Better hot than dead. How many friends and family members will you have to lose before the virus smacks some sense into you? I have already lost or will lose so many. I am not even originally from this state. I have friends and family across the country. My second mom lives in Oregon. Some of my cousins live in California, Arizona, Florida and New York. My husband's family live in Mexico where crematoriums run 24 hours a day. Does the virus have to touch you before it matters? It should not have to. Unfortunately empathy seems to be in short supply especially in Betsy De Vos. She should have to enroll her grandchildren in a public school. The rich never see the kind of devastation these kind of things bring in their fancy mansions and prep schools.

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## Submission of Written Testimony

djgilbert0726 <djgilbert0726@gmail.com>

Mon 7/13/2020 9:18 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Jaime Gilbert  
Parent

The special education children are losing valuable learning experience in which they are not able to get at home. Virtual learning has been unsuccessful for many parents that I do know and we are very frustrated. These children need face to face education not a computer that they are having meltdowns and behavior problems. Speech lessons are very hard to do at home again with the same behavior problems. I as a parent feel that the parents of special needs children who are healthy should be with face to face learning as they are very behind in school and they need there teachers. We as parents are not teachers and cant provide the services the teachers who have this ability that they graduated from college can give to our children. Think about these students before putting them in front of a computer that they have no interest in and wasting more time of not wanting to do there work versus helping them get the services they deserve. I know there is a pandemic but this is going to go on for another 12 to 18 more months and these poor children can't keep learning this way.

Sent from my U.S.Cellular© Smartphone

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## Open up schools

jana wanty <janawanty1@gmail.com>

Mon 7/13/2020 6:10 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello,

My kids did very poorly at last half of the school year this year. My son is in IEP classes and not once was assisted. He has failed all his classes. Keeping school virtual will not work for us and I'm sure many working parents agree. The programs are not user friendly and kids are disconnected from their learning.

Thank you,

Jana Wanty

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## Re-Opening plan

Jenna Chenow <jennachenow@gmail.com>

Mon 7/13/2020 10:54 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

School Board,

Thank you for taking the time to read this email. I am a teacher with MPS (this will be my 14th year) and I have so many questions and concerns about returning to school in a few weeks. I am on the early start calendar and my summer has been filled with anxiety and unknown answers as we wait to hear what will happen. I am currently pregnant and considered at-risk when it comes to Covid 19. I do not think that MPS staff should be drafting living wills in preparation to returning to school. If you are meeting online to decide what we will do, then it seems clear to me that we aren't ready to return in person.

I understand that this isn't an easy answer. I worry about our students. I worry about them not being at a safe place (school). Not receiving services. Losing academic skills. But, I worry about their health and safety more. How many teachers and students need to get sick and/or die? I hope the answer is zero.

If we do return in person, here are questions I have:

- If a student/teacher tests positive, how will all exposed be notified? Will entire schools shut down? What about itinerant staff that move from building to building?
- Will we get those two weeks of quarantine afterwards paid? Will this cost us our sick time?
- I read that students that are labeled as IDD are 2.5 times more likely to die from Covid 19. Will they be in person, too, knowing this statistic? How are we protecting our most vulnerable students?
- Who will be disinfecting all areas? Who will pay for the supplies needed to do this?
- If we cannot get students in class on time and cannot stop cell phone use, how will we mandate masks at all times? What about at lunch when they are eating/drinking?
- How will we keep bathrooms clean throughout the day? Other highly used areas? What about school buses? What about high schoolers that take city buses that are only allowing 10 on board at a time?
- We have a substitute teacher shortage; how will this be managed when adults are out due to exposure/positive covid testing?
- If I were to die, would the district be liable for my death since you sent me into a school during a pandemic knowing this could occur? This seems dramatic but I am seeing teachers in other states die. I do not want to die. I am about to have a baby. This should be the most exciting time in my life, now it is scary.
- If I am at home quarantined, do I still need to teach virtually? How does this work? Will there be virtual training? How will I know how to do my job online?

I have more questions but honestly can't even put them into words. How do we justify going in person with the numbers of positive covid cases continuing to rise in Milwaukee? How do we guarantee our



safety?

Thank you,  
Jenna Chenow

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## Re: PRESS RELEASE: Milwaukee Public Schools Releases School Reopening Recommendation

Stoll, Jenna M <stolljm@milwaukee.k12.wi.us>

Mon 7/13/2020 9:13 PM

To: Governance <governance@milwaukee.k12.wi.us>

Good Evening,

I want to thank you all for your continued support for teachers/staff during this difficult time. I do not envy your position, but am grateful for your support. Upon reviewing the Three Phase plan for school for the next year, I discovered there was a possibility of teachers having to report in person, to provide instruction remotely. While I fully support a comprehensive approach that follows science and safety for our reopening plan, I do not feel that making staff report in person is consistent in that message. While some staff have the ability to socially distance, many of us do not. I for example, work at the MPSSC which houses over 250 adults, many of whom work only in cubicles or at tables in open/shared spaces. We do not have the option to close our doors or to create a safe working environment.

Additionally, and more importantly to me, I am also an MPS parent and while I am happy my children will not be required to report back to their school in person, I simply cannot leave them home alone to go to work myself. They are too old for day care (not that we'd find any at this point) but not yet old enough to stay home alone for that extended period of time, nor should they have to. It is unfair and unreasonable to place this burden on so many of our staff members.

I am asking that you please stand by the staff in allowing teachers the option to work from home during this time, without any penalty, so we can ensure this is a positive and safe experience for everyone.

Thank you for your time,  
Jenna Stoll

*Jenna Stoll, M.S. CCC-SLP*  
*Speech & Language Program Support Teacher*  
*Deaf/Hard of Hearing Evaluation Team*  
*Phone: 414.438.3609*

*Please consider the environment before printing this e-mail*

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**From:** Milwaukee Public Schools <armsev@milwaukee.k12.wi.us>

**Sent:** Monday, July 13, 2020 6:04 PM

**To:** Stoll, Jenna M <stolljm@milwaukee.k12.wi.us>

**Subject:** PRESS RELEASE: Milwaukee Public Schools Releases School Reopening Recommendation

**Caution External Source**



**MILWAUKEE  
PUBLIC SCHOOLS**

**FOR IMMEDIATE RELEASE**

**Media Contact**

Earl Arms

Media Relations Manager

Phone: 414-688-9664

Email: [armsev@milwaukee.k12.wi.us](mailto:armsev@milwaukee.k12.wi.us)

## **Milwaukee Public Schools Releases School Reopening Recommendation**

*District to present reopening plan to*

*Milwaukee Board of School Directors*



**MILWAUKEE (July 13, 2020)** -- Milwaukee Public Schools (MPS) released its [reopening plan and a phased-in reopening recommendation](#) for the start of the 2020-21 school year that will be presented to the Milwaukee Board of School Directors. Last month, the Milwaukee Board of School Directors scheduled a special board meeting to be held Thursday, July 16, at 5:30 P.M. to further discuss the district's reopening plan.

Due to the COVID-19 pandemic, school buildings have been closed since March. Upon receiving feedback from MPS students, families, and staff via surveys and input from stakeholders and workgroups, MPS has outlined three instructional model scenarios and a three-phase return model that begins with virtual learning for all students in the fall. The [three-phase recommendation](#) will be voted on during Thursday's special board meeting.

"I want to thank all our students, families, staff members, stakeholder groups, as well as our state and local leaders for participating and giving us feedback and

input on our reopening plan,” MPS Superintendent Dr. Keith P. Posley said. “Our goal is to have students and staff return to school safely for the 2020-21 school year. We believe a phased-in approach will allow for teaching and learning to continue during this public health situation.”

The public can give live testimony during Thursday’s meeting. Community members that wish to speak must register in advance to receive a participation code to enter the meeting. The deadline to register is 3:00 P.M. on July 16, 2020.

To register to participate by dial-in, call 414-475-8200 and follow the instructions. To register to participate via email, visit the Boardcast page of the MPS website to send an email request:

<https://mps.milwaukee.k12.wi.us/en/District/About-MPS/School-Board/Boardcast.htm>

Written comments may be submitted to the Office of Board Governance by mail, to 5225 W. Vliet Street, Milwaukee, 53221; by email, to [governance@milwaukee.k12.wi.us](mailto:governance@milwaukee.k12.wi.us); or by fax, to 414-475-8071. Written comments received before 3:00 P.M. on July 16, 2020, will be forwarded to the Committee for its consideration.

This meeting will be broadcast on WYMS radio— 88.9 FM, or on Time-Warner/Spectrum Channel 13, and via livestream or the MPS YouTube Stream at:

<https://mps.milwaukee.k12.wi.us/en/District/About-MPS/School-Board/Boardcast.htm>

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## About Milwaukee Public Schools

Milwaukee Public Schools is committed to accelerating student achievement, building positive relationships between youth and adults and cultivating leadership at all levels. The district's commitment to improvement continues to show results:

- More MPS students are taking college-level Advanced Placement and International Baccalaureate courses;
- The MPS Class of 2018 earned \$86.2 million in scholarships; and
- MPS is home to five of the state and nation's top high schools according to *U.S. News and World Report*.

Learn more about MPS by [visiting our website](#). More news is available at [mpsmke.com/news](https://mpsmke.com/news).

[mps.milwaukee.k12.wi.us](https://mps.milwaukee.k12.wi.us)



Milwaukee Public Schools | 5225 W. Vliet Street, Milwaukee, WI 53208

[Unsubscribe stolljm@milwaukee.k12.wi.us](mailto:stolljm@milwaukee.k12.wi.us)

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**FW: school reopening**

Daleccio, Martha <daleccmx@milwaukee.k12.wi.us>

on behalf of

Governance <502@milwaukee.k12.wi.us>

Mon 7/13/2020 1:05 PM

To: Governance <governance@milwaukee.k12.wi.us>

---

**From:** Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>

**Sent:** Monday, July 13, 2020 11:07 AM

**To:** Governance <502@milwaukee.k12.wi.us>

**Subject:** FW: school reopening

Add to public testimony.

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**From:** Taylor, Sequanna

**Sent:** Monday, July 13, 2020 10:32 AM

**To:** Mann, Jacqueline M <[spatesjm@milwaukee.k12.wi.us](mailto:spatesjm@milwaukee.k12.wi.us)>

**Subject:** Fwd: school reopening

----- Forwarded message -----

From: "Koss, Jennifer" <[drewsj@milwaukee.k12.wi.us](mailto:drewsj@milwaukee.k12.wi.us)>

Date: Jul 13, 2020 10:07 AM

Subject: school reopening

To: "Taylor, Sequanna" <[taylors@milwaukee.k12.wi.us](mailto:taylors@milwaukee.k12.wi.us)>

Cc:

Dear School Board Members,

My name is Jennifer Koss and I am a 9th grade English teacher at Vincent High School. As we contemplate our return to school this fall, there are a few things that I hope you will consider.

The first thing I would like to discuss is how teachers will teach if we use virtual learning. I have heard that one option being looked at is using Edgenuity for high school students and I am completely against that. This summer I have been using the Edgenuity curriculum for summer school and there are many reasons why I don't feel like it is the best fit for the district to use.

1. The material is not culturally relevant for our students. In the English 9 (semester 1) curriculum, students read things like "The Odyssey", myths, "The Scarlet Ibis", and "Wheels of Change: How Women Rode the Bicycle to Freedom". One of the essays they have to write is arguing whether or not using controlled fires is a good thing. With everything going on in today's society, there are so many more important topics we should be teaching about.
2. The program is inequitable for students with IEPs and bilingual students. The texts are complex and there is no scaffolding built into the program. Students will struggle to get the 70% score

necessary to pass quizzes and tests.

3. To be honest, the material on Edgenuity is just plain dry and boring. It takes the fun and magic out of learning.
4. Students can be punished by the cumulative exam. Three years ago MPS did away with final exams that count for 25% of the course grade and replaced it with the Final Opportunity at Proficient (FOP), which can help improve student grades and not lower it. In Edgenuity, the final exam still counts for 25% of the total grade and if a student does not score well on it, they could be in danger of failing the course.
5. As the program stands now, students will struggle to finish their courses. During June term, I had 6 students out of 60 complete the course - only 10%. We struggle in high schools currently with our failure rate and using this program will cause our failure rate to skyrocket even further.

While Edgenuity will work for some of our students, it will leave behind a vast majority of our students, especially because many kids come to high school reading behind grade level. This program is designed for students with higher reading levels. Students will get frustrated with this program and shut down.

If we do go virtual, teachers need to be trusted to do the job we were hired to do - teach. Principals need to hold their staff accountable, making sure they are in fact teaching and working with families. The district needs to provide proper training on virtual learning for staff who may need it.

If by some chance we do go back to in-person instruction, I firmly believe that parents need to be given the choice of online or in-person. If we go to strictly in-person, we will lose many families to homeschooling or other districts. For the parents that do choose in-person, I also believe that they should sign a waiver stating two things - that they will not sue the district if their child contracts COVID-19 and that if their child deliberately attempts to infect someone (spitting/coughing on them), they will be held accountable for their actions.

I do not envy the position you all are in. No matter what route you choose for the fall, many people will be unhappy. I implore you to please do what is best for the health and safety of both the students and staff and go to virtual. Let's work on getting more hotspots and ensure that students have access to needed technology. Let's make sure the staff has the training and equipment necessary to do their jobs.

Thank you for reading this.

Jennifer Koss

Vincent High School

9th Grade English

(No subject)

Jenni Mueller <jmueller21584@gmail.com>

Mon 7/13/2020 5:48 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello,

I am writing you in concern of the upcoming school year! My son is in 2nd grade at Milwaukee German Immersion school! He is a child with adhd, anxiety, and Asthma. With this being said I am not a fan of him starting in august with the heat possibly having to wear a mask in a hot building we will be in for trouble with his asthma and even his anxiety! I live in Greenfield and do open enrollment to keep him at MGIS as we love that school however I am very much so on the edge of moving him to a greenfield school! As far as school goes come September I would honestly prefer Virtual til at least January. My son as well as I both have asthma he gets it or brings it home to me we could die from it! I truly hope you are taking into consideration the children, staff and families with underlying Health issues such as myself or my son! The new start times for the schools is enough to throw someone over the edge. I start work at 720am and my son now starts at 9am being open enrollment. I don't have the option of a bus so this puts my family as a possible loss to MPS. I am a graduate from Hamilton High school class of 2003. I have loved MPS but the changes and consideration for families and students isnt there anymore compared to when I was in MPS! Please take this into consideration when it comes to the voting on thursday for the upcoming school year! I have to make my decision soon on whether my son is staying in MPS.

I am also a staff member in mps. I am a paraprofessional. I am afraid to go into a building! I have asthma covid will kill me! I don't agree with the staff being in the buildings! What about staff that have kids who are not in school or have no daycare available to them! Children are now getting this and its not pretty! With our numbers rising and the mask mandate I don't think its wise to put ANYONE in the buildings! Someone gets sick or dies from a building mps isn't gonna be looking good specially if its a kid! As of this proposal I am seriously considering alternate options for my son and his schooling!  
Jennifer Mueller-Kempf

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## Please share with all board members concerning Reopening Plan

jessica christensen <jesschristensen87@gmail.com>

Mon 7/13/2020 12:18 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Good afternoon,

As you continue to discuss what MPS' best choice is regarding reopening in the fall, I thought it was best to email and share my opinion.

I need to note that I am NOT a person who looks for problems and after working 12+ hours a day in charter schools my first 5 years of teaching, it takes a LOT for me to complain.

So here's my complaint :)

The communication received throughout this whole ordeal was insulting. My co-teacher and I continued communication with our students and their families starting on March 13th. We began instructing (on our own, after receiving no guidance from our district or school) March 23rd. Then weeks later after we had created our own plan and system, the district decides to act and tries to change everything that their strong teachers had done. And again, weeks later in May, they released a new, different plan for us to follow.

I know when planning for programs with MPS, we have to consider that "buy-in" or even availability for families to participate. However, if every other district is able to make a plan and implement it weeks and even months before MPS, that's an unprofessional embarrassment. We can focus on engagement and students actually doing the work, once we have an actual plan.

Finally, one of our schools greatest teachers is looking to leave the district for Wauwatosa. She was hired to work virtual summer school for that district. I am begging her to stay, but she said "Jessica, in my welcome email it specifically laid out everything I was required to do for summer school. It told me the amount of zoom meetings I needed to have, how long they needed to be, what my office hours needed to look like, what my lessons should contain, everything. They had that ready for summer school, and MPS didn't even figure it out for the school year."

I get that everyone is working hard and trying to make the best out of an unprecedented situation. But the thing is, it wasn't just unprecedented for MPS. It was for everyone else, too.

We need clear guidelines with specific actions. And it can't change every few days.

Thank you for all your work. No matter the decision, people are going to be unhappy. I just want whatever decision is made, to be made with a plan in mind.

Jessica Christensen

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**Attn: Director Paula Phillips**

Jessica Marks &lt;jmarks001@wi.rr.com&gt;

Mon 7/13/2020 5:25 PM

**To:** Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Dear Director Phillips,

I would like to express to you one concern I have regarding reopening and virtual learning. Looking over the document submitted to the board, it would seem that teachers would be required to report to buildings if we are indeed fully virtual. I fully understand the reasoning behind this- but I am a parent of three MPS students as well. Me having to report to my building would mean that my children (2 sixth graders and a Junior) would be responsible for educating themselves as I am a single parent. This is a lot to ask of my sixth graders, who are starting middle school and going to a new school in the Fall, as well as my Junior who would have to manage her schooling and supervise her sisters. I don't want my Children's education to suffer any more than it already has. I would respectfully ask that MPS allows teachers that are also parents to work from home, if not all of the time, at least part of the time. I would be happy to go in for meetings/PD, and to access materials, but again would ask that a provision can be made to otherwise teach from home.

Thank you for your time.

Sincerely,

Jessica Marks

Music Specialist-Academy of Accelerated Learning  
marksjm@milwaukee.k12.wi.usTeacher/Director- CYT Milwaukee  
cytchicago.org

(414) 236-1385

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## Reopening Plan for 2020-2021

Martin, Jessica <martin17@milwaukee.k12.wi.us>

Mon 7/13/2020 10:32 PM

To: Governance <governance@milwaukee.k12.wi.us>

Cc: mizialkoa@mtea.org <mizialkoa@mtea.org>

Hello Board Members,

My name is Jessica Martin, I am a teacher at Riley Montessori. I am writing to let you know that I do not feel comfortable doing the virtual teaching from school. I am scared of going into the building with the other staff present, I do not know if they have Covid-19 or if they have been near someone who has contracted it. It is important to have options for the staff who have immunocompromised and elder people at home to be able to do virtual teaching from home. I do not want to be the one who kills my 95 year old grandfather just because I HAVE to go into work and have somehow contracted Covid from a staff member. My household has been in quarantine and will continue to do so for the sake of my grandfather. We have taken every precaution to keep him safe and will continue to do so. I beg you to take the staff who take care of family members into consideration and give us the option to teach from home and not force us to go into work knowing that we can contract the virus and put our family at risk.

Now, what will the plan be when a teacher/student tests positive? Will the school shut down for two weeks? Will we get temperature and covid checks daily/weekly? Will they actually clean the classroom thoroughly? If the summer school staff have had so much trouble with cleaned rooms, lack of hand sanitizer, etc., what makes you think they will be ready for all of the buildings to be cleaned PROPERLY with all the staff in there?

The phase in situation options of 30-45 days virtual and then slowly phasing them in is another concern of mine. Will all the students and staff be given the proper tools to stay safe? Such as face masks, hand sanitizers, lysol, face shields for teachers? What's going to happen when we have positive covid cases in the classroom/building? We are all going to be in danger of contracting it and then putting families in danger. These are lives we are talking about.

This coming up school year 2020-2021 should be an online school year. Save lives by doing so. Virtual learning is a safe option for all of us.

Thank you for your time,

*Jessica Martin*

## School Opening Plan

Jo Ann Fritz <joannfritz36@gmail.com>

Mon 7/13/2020 8:18 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Dear Dr. Posley and MPS School Board,

With all due respect for your recommendation to begin the school year virtually, rather than in - person instruction and also with all due respect that your best interest is to keep students and staff safe and healthy during this pandemic, I have serious concerns about the effect on children and families if instruction is virtual this fall.

As a 30 year veteran special education teacher, I personally know the importance of the teacher-student relationship and how vital that relationship is to the education and progress of students.

As a grandmother who has been a caretaker for two of my grandchildren during this crisis and has been personally involved in the virtual learning, I can honestly attest to the challenge it has been for me to motivate my grandchildren to do their assignments and have witnessed first hand the lack of education they have experienced. Without the structure and expectations of the classroom and the loving guidance and motivation teachers provide their students, my grandchildren have missed vital educational opportunities and learning. As a retired teacher, I did my very best to motivate them, but in all honesty, the challenge was immense and although my efforts were my best, the amount of learning that took place compared to what they would have accomplished in the classroom has no comparison. There is absolutely no substitute for highly effective teachers and no substitute for their person-to-person gift of motivating and challenging their students.

I understand the concern of the MPS board to keep everyone safe and healthy. However, health and safety is multi-faceted. If the recommendation is to go virtual, then the emotional health and well-being of many families and students are also at risk, particularly those families who are already at risk. Lagging behind, especially for at risk students and all students, puts them all at risk emotionally, socially, and in some cases, physically where domestic violence is an issue.

It is my opinion that the emotional, social, educational, and physical risks should also be of great concern to the MPS Board and seriously considered when making this very vital decision that will affect every family and student in the MPS district. I urge you to open schools in person in the fall.

Respectfully submitted,  
Jo Ann Fritz  
1403 E. Van Beck Avenue  
Milwaukee. 53207  
847-691-3152

*"Out beyond the idea of right thinking and wrong thinking  
is a field..... I will meet you there." Rumi*

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## Concerns with Special Education Proposal

Grossmeyer, Kristen <grossmkm@milwaukee.k12.wi.us>

Tue 7/14/2020 9:23 AM

**To:** OHalloran, Megan <ohallomm@milwaukee.k12.wi.us>; Taylor, Sequanna <taylors@milwaukee.k12.wi.us>; Woodward, Annie <woodwaax@milwaukee.k12.wi.us>; Miller, Larry F <millerlf@milwaukee.k12.wi.us>; Siemsen, Erika <siemsee@milwaukee.k12.wi.us>; Governance <governance@milwaukee.k12.wi.us>; Peterson, Robert E <petersre@milwaukee.k12.wi.us>; Phillips, Maria Paula <phillimd@milwaukee.k12.wi.us>; Baez, Luis <baezla@milwaukee.k12.wi.us>; Gill Herndon, Marva <gillhemj@milwaukee.k12.wi.us>

I am writing to state my concerns with the proposal for Thursday and returning to school.

In the section "Special Education Considerations," I see that it talks about housing special education staff (OTs, SLPs, etc.) in one building and have students come to the therapists for therapy. This is concerning since we are a "related service" and support students' education, not provide clinical services. What would be more effective right now is collaborating with their teachers to accommodate and support how they are being taught (whether that is at home or in school), not changing the model of occupational therapy in the school setting. The Department of Public Instruction for Occupational Therapy, as well as our Wisconsin License states that our role within the school system is to be a related service that supports their education. As stated on DPI - "The criterion for including or not including OT or PT on a child's IEP is whether or not the child with a disability requires the related service to benefit from special education." We do not provide clinical services.

Also, since we try to support the student within their educational environment as much as possible, and want them to miss as little instruction as possible, moving the students to a different building for therapy services would be taking them out of their educational environment for a significant amount of time during the school day.

There are many occupational therapy students that require support within their educational setting, receive consult services, and are not pulled out to another setting to provide services. For example, many of my most severely impacted students uses switches to interact with their environment within their classroom (e.g. to turn the page of a book on the Smart Board, to turn on a blender, to use toys, etc.). They require assistive technology within their environment for learning. Pulling these students out to a different building would not be beneficial, since the place they require these services is within their classroom setting.

It feels that having students travel between multiple buildings who cannot wear PPE equipment would be just as, or more risky than having therapists travel with PPE gear to different buildings. Would all students be housed away from their peers? This seems unethical. The wording is very vague, and it is concerning that we could be switching from an educational model of therapy to a clinical model of therapy.

It also states that students who are the lowest functioning will have face-to-face instruction while higher functioning students will be virtual. I understand that these students do not benefit from virtual learning, but the lower functioning students are also typically the most medically fragile. Bringing them to school when it is not safe for regular education students does not make sense. They are the ones least likely to be able to wear masks, as well as the most likely to get sick.

Thank you,

Kristen Grossmeyer, OTR/L  
Occupational Therapist  
Servicing: Manitoba, Whitman, Allen-Field, and South Division

## Reopen Plan

Kyle Moerchen <kylemoerchen@gmail.com>

Mon 7/13/2020 8:58 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Dear School Board Members,

My name is Kyle Moerchen. I am a special education teacher at Marshall High School. While I read through most of the plan for reopening I am very supportive of it, but wanted to share one concern.

I heard that CAUs may meet face to face, and the reopening plan was vague on the specifics regarding CAUs. I don't think this is a good idea for CAUs to meet face to face while we are digital. Many of our students don't have independent hygiene skills and that would put both staff and students at risk (diaper changes, lack of mouth control, feeding assistance, washing hands). Additionally these are some of our most medically fragile students. Even with a low exposure chance if they are the only ones in the school, I worry if they get sick it could be very life threatening. Lastly, many of them won't understand social distancing and mask wearing, furthering their risk of exposure.

I thank you for your time and hope you all stay safe and healthy.

Respectfully,  
Kyle Moerchen

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**



No way

ladonesty Fowlkes <fowlkes567@gmail.com>

Mon 7/13/2020 7:28 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

My kids is not coming to school .....its not safe

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

## Submission of Written Testimony for Megan O'Halloran

ATTN: Office of Board Governance

Date of Meeting: Thursday, July 16, 2020

**Maria Barajas**  
**1625 S. 24<sup>TH</sup> St.**  
**Milwaukee, WI 53204**

Agenda Topic: Plan for Reopening MPS Schools.  
Do Not Support

President Miller and members of the board,

I am e-mailing you today regarding the School Reopening plan for this fall.

The Council of Exceptional Children stated...

*“Great inequities exist in remote learning for young children, students, and families, including access to technology, individualized supports to access virtual learning, and educators who need training and technical support to achieve technology literacy for their virtual visits and classrooms. In particular, we know that students with significant cognitive or intellectual disabilities, severe behavior disorders, and who are deaf or blind have not been well served during distance learning. Infants, children, and youth with medical complications will need specific considerations because these students may still be learning remotely due to medical conditions that place them in the high-risk category, even after the return to in-person instruction.”*

As a parent, my child was not well served during the school closure and want to ensure this does not happen again. As a result, I ask no plan be approved that does not thoughtfully or intentionally address the needs of our district’s special education students. Planning with the needs of the most vulnerable first will ensure not only the physical, emotional, and academic needs of the most vulnerable population are met, but that of the entire district. Therefore, I ask that nothing be approved unless the following items have been considered and addressed:

### **Under all scenarios:**

- Protect the integrity of the IDEA by:
  - Providing mandatory and consistent **professional development** for special education teachers and support staff that is research based, frequently **monitored for quality, fidelity and impact**. Special education teachers and support staff should receive adequate training and support on **creating and tracking IEP goals, establishing and reinforcing data-driven practices to guide teams in creating and updating IEPs, SEL training, and anti-racist training** in preparation for both, virtual and traditional learning. As we know, emergency licensed teachers are disproportionately serving students with IEPs, as a result require the most support and training.
  - **Providing a proactive and detailed plan for distance learning** specifically for our immunocompromised students, who will not be able to return despite the re-opening of schools that will include a plan to provide technology (computers/laptops), hotspots (as needed), and built-in educational software which teachers and support staff have been trained on. Offer training and technical assistance for educators so they can fluently navigate technology and education delivery in a virtual setting. Offer training and technical assistance for families of students so they can fluently navigate technology to support their children, in partnership with educators, in a virtual setting.

- **Comprehensive plan** for how services will be rendered with the imminent return of the virus as is projected by various experts for the 2020-21 School Year. Plan should clearly articulate how IEP goals will be met, monitored, and assessed in a virtual setting, as well as what teachers and parents should do if goals need to be updated. As a parent I believe that MPS and its families would be greatly assisted by a guide similar to the plan implemented by the Chicago Public Schools which can be seen here, [CPS Special Education Guidance](#)
- **Clearly articulated** plan with **minimal daily NEW instruction** students will receive from staff in a hybrid or remote learning model. This past springs services differed greatly between teachers and schools, where some students received daily contact and some students did not receive anything. This is unacceptable and parents/caregivers deserve to know exactly what they can and should expect from staff daily.

In the case that students return to school, we want to ensure no decision be approved without the following:

- **Staggered Schedule**

- If staggered schedule is adopted. I do **not** support any schedule that does not allow disinfection between cohorts of students. Below are two options to consider that put the safety of our students and staff first:
  - **Cohort A** to attend Monday and Tuesday, **Cohort B** on Thursday and Friday and Wednesday for sanitizing and **professional development** to ensure staff has the training necessary to deliver services remotely, as we were all ill equipped this spring, **OR**
  - **A Week** and **B Week** (Monday-Thursday), **Friday** for disinfecting and professional development.

I do NOT support the staggered schedule as stated in the outline as it does NOT allow for sanitization and disinfection between student cohorts.

- **Personal Safeguards**

- Ensure that teachers and students have appropriate PPE provided by the district. Shields should be provided for Speech Therapists, speech students and any student and their teachers who rely on facial cues, have sensory issues, or for other reasons cannot wear typical face masks.
  - A clearly written policy on encouraging students to wear protective gear, but under no circumstance should their lack of compliance be used to punish students, suspend students, belittle students, restrain/seclude students or contact the police. Based on the data (See below), students with disabilities are disproportionately suspended, secluded, and restrained and we do not want “mask wearing” to become another form through which students are removed from the learning environment.



- Teaching and practicing hand hygiene and respiratory etiquette. Ensuring classrooms are equipped hand sanitizer or access to a sink with soap, tissue, and necessary cleaning supplies.
- **Environmental Safeguards**
  - Cleaning and Disinfection
    - Quality Control
    - Who is responsible?
    - Cleaning during the day?
    - Plan for when cleaning staff is sick or position is vacant and cannot be filled?
  - Shared Objects
  - Ventilation
  - Water Systems
  - Modified Distance Layouts (desks, spacing, carpets etc.)
  - Signage and Postings
- **Operations**
  - Protections for Staff and Children at Higher Risk
  - Regulatory Awareness
  - Arrival, Dismissal, Bus, Lunch, Passing, Bathrooms, etc.
  - Gatherings, Visitors, and Field Trips
  - Plan for when someone in the building becomes ill and how will families be notified.

In closing, I ask that the board not approve this plan until the aforementioned issues raised are addressed in the school reentry plan.

Respectfully,

Maria Barajas

## Plan for reopening mps schools

Maria Barajas <mariabarajas1331@gmail.com>

Mon 7/13/2020 8:18 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

[https://cdn.fsbx.com/v/t59.2708-21/108519209\\_287816635871997\\_1019469794931100809\\_n.docx/Maria-Barajas-Letter.docx?\\_nc\\_cat=108&\\_nc\\_sid=0cab14&\\_nc\\_ohc=KtBx\\_wc2JlsAX9Q9QgW&\\_nc\\_ht=cdn.fsbx.com&oh=5b17929f3157b3a2c60b584b3a8a7421&oe=5F0E640C&dl=1](https://cdn.fsbx.com/v/t59.2708-21/108519209_287816635871997_1019469794931100809_n.docx/Maria-Barajas-Letter.docx?_nc_cat=108&_nc_sid=0cab14&_nc_ohc=KtBx_wc2JlsAX9Q9QgW&_nc_ht=cdn.fsbx.com&oh=5b17929f3157b3a2c60b584b3a8a7421&oe=5F0E640C&dl=1)

Enviado desde mi iPhone

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## Submission of Written Testimony

Marquita Moorer <marquitamoorer75@gmail.com>

Mon 7/13/2020 8:57 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Hello,

My name is Marquita Moorer and I am emailing you to express my opinion about reopening schools. First, I am very understanding and the numbers are increasing day by day. Second, I have 2 boys that are going to school this fall. I feel like if the students can be in school 4 days out of the week and have that one day for deep cleaning. Not every family has internet, there are parents that has a full time job like myself. It is very important for my youngest son to start k3 this year... i dont want him to be behind. Also my 4 year old. Think about families that need kids to have one on one, inside learning, NOT JUST FROM A COMPUTER. SOME KIDS LEARN BETTER INSIDE A CLASSROOM. THEN JANITORS ARE SUPPOSE TO BE CLEANING THE BUILDING THATS WHAT THEIR GETTING PAID FOR EVERYDAY.

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## Opening Schools Back Up

littlemaryw <littlemaryw@yahoo.com>

Mon 7/13/2020 8:35 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Members of the School Board,

I am a K4 Reg Ed teacher. I will be starting my 22 year teaching in Early Childhood Education this Fall. However, my standard practice of teaching will not be the same as it typically would be due to Covid 19. This virus has literally changed the world, our country, our state, our community, my school, my parents and students, and my personal family and myself. I will never be the same....

The social and emotional toll that the shut down has put upon me is monumental.....both personally and especially professionally. I rose to the challenge when we did NOT HAVE MUCH direction at all for the first few weeks, and once we had more direction, I followed the district's requests with fidelity. Virtual teaching and learning was so challenging, but especially for K4 students and staff. There was so much confusion in the beginning about if our age group would even get the chrome books and then when it was approved it was difficult to access them from the schools and to locate and enter the codes needed. Our lessons and materials were also not easy to just put into Google Classroom like for older students to use and access.

OUR AGE GROUP IS DIFFERENT THAN ANY OTHER POPULATION IN THE DISTRICT AND IT SHOULD BE TREATED AS SUCH WITH ITS OWN TEAM TO HELP GUIDE, PLAN, AND IMPLEMENT EARLY LEARNING AS IT IS TAUGHT GOING FORWARD THROUGH THE PANDEMIC ( NOT A TEAM THAT PLANS DURING A REGULAR SCHOOL YEAR WITH OUR TYPICAL EC CURRICULUM....BECAUSE THERE IS NOTHING REGULAR OR TYPICAL ABOUT HOW WE NEED TO TEACH OUR YOUNG CHILDREN GOING FORWARD THIS SCHOOL YEAR)

Now, we are faced with what to do for the Fall....virtual or in person learning and any possible combination of the two. NONE OF THE SCENARIOS ARE SAFE TO CHOSE IF THE SCIENCE AND DATA ARE SHOWING CASES INCREASING AT A HIGHER RATE THAN WHEN WE FIRST SHUTDOWN IN MARCH! I know there is pressure from the district, the state, the federal government. THE LIVES OF OUR CHILDREN AND STAFF ARE WORTH MORE THAN ANY PRESSURE OR FUNDS TO BE RECEIVED OR LOST. LIVES WILL BE LOST.....IT'S NOT A MATTER OF IF...IT IS WHEN THEY WOULD BE LOST....AND IT WILL HAPPEN.

As much as I miss the normalcy of teaching in a classroom in front of my young students, I CAN NOT imagine it at all right now. And trust me, I have layed awake many nights thinking of numerous scenarios and how I just don't see it working...and especially NOT for K4 students.

My building already has many issues with it being kept clean, lack of cleaning staff and numerous day after day of just emergency cleaning procedures (which means just the garbage is taken out). We have food stains on walls from 3 years ago, paint peeling on walls behind toilets because the urine is not cleaned and erodes away at it, BLACK ceilings in our classrooms from the ventilation systems spewing dust from the vents (I have taken pictures and can send them to you)....and on and on it goes. NOW WE ARE MAGICALLY GOING TO HAVE THINGS CLEANED BETTER AND HAVE ACCESS TO MORE SUPPLIES? I HAVE WORKED IN THE DISTRICT LONG ENOUGH THAT I KNOW IT WON'T HAPPEN. I have over looked and accepted so many of the district's short comings over the years...BUT WITH

COVID 19, I DRAW THE LINE. THIS IS BEYOND ANYTHING THAT CAN BE HANDLED AND PLANNED FOR IN A FEW SHORT WEEKS.....AND IT LITERALLY INVOLVES OUR LIVES. YOUNG CHILDREN AND THE STAFF THAT SERVE THEM SHOULD NOT BE RETURNING TO FACE TO FACE TEACHING AS WE TYPICALLY HAVE DONE IN THE PAST.

I may be willing to consider returning if there are smaller class sizes. But it should be just that...a small class size. NOT 2 SMALL CLAS SIZES THAT ALTERNATE BETWEEN VARIOUS DAYS OF THE WEEK. Then we are just continuously rotating between more germs and opportunities for students to get Covid 19 or carry it as they go other places and are around other people on their non school days. But there are still ALL the concerns of teaching young students in person. For example, teaching them to not touch each other or the toys/materials not for them at a specific time, washing hands, toileting, keeping their fingers out of their mouth and noses, not being able to share materials, how to teach hand over hand activities like writing and cutting when you can't be close to do so, lap reading with a book, and not to hug their PreSchool teacher or friends!?.....the list goes on and on. IT WOULD BE NOTHING BUT MONITORING AND CLEANING ALL DAY LONG....NOT TEACHING!

I AM ALSO CONCERNED ABOUT THE CLC PROGRAM USING OUR ROOMS AFTER SCHOOL AND THE CROSS CONTAMINATION AND CLEANING DUE TO THE PRESENCE OF ANOTHER GROUP BEING IN MY CLASSROOM. THIS SHOULD NOT BE ALLOWED ESPECIALLY IF WE CAN NOT MOVE ABOUT THE BUILDING FOR GYM, ASSEMBLIES, LUNCH IN THE CAFETERIA, ETC. DURING OUR SCHOOL DAY PER THE RECOMMENDATIONS.

I may be willing to come to my school each day to teach virtually while social distancing from other adults in the building, so I am around my own materials needed to instruct my students....NOT TEACH AT SOME OTHER SCHOOL SITE IN A ROOM WHERE I HAVE NO ACCESS TO ALL OF MY MATERIALS AND NO ACCESS TO THE COLLEAGUES I TYPICALLY WORK WITH FOR INSTRUCTIONAL AND EMOTIONAL SUPPORT. Working at home this Spring was a challenge enough not having access to my teaching materials and space as well as not having a colleague 6 feet away to at least show me what buttons to click on the computer to download material needed to teach virtually!

I am not in favor of teaching all virtual from my house. I am also not in favor of teaching part virtual and part in person...that scenario is also too difficult physically and emotionally to design and implement. We are human, not robotic...and to switch back and forth is so much to ask of the district's staff.

I COULD GO ON AND ON.....AND I KNOW SO MANY OF MY COLLEAGUES FEEL THE SAME WAY AND HAVE MORE TO ADD. SO I WILL END WITH JUST THESE THOUGHTS LISTED FOR NOW... BUT AS I PREVIOUSLY STATED, I LAY AWAKE AT NIGHT, AND I HAVE SO MANY MORE THOUGHTS ABOUT THE 2020-2021 SCHOOL YEAR.

THIS IS THE BIGGEST DECISION YOU WILL EVER EVER MAKE IN YOUR LIFE....AND IT IS REGARDING OUR LIVES....LITERALLY. DON'T FORGET THAT...DON'T GET CAUGHT UP IN THE POLITICS OF IT ALL....IT IS ABOUT LIFE OR DEATH. IF WE BEGIN TO GET SICK, YOU LOSE THE TEACHERS WHO TEACH AND THE CHILDREN WHO LEARN AND THAT GOES AGAINST EVERYTHING A SCHOOL DISTRICT AND ITS MISSION STATEMENT ARE SUPPOSED TO UPHOLD!

Thank you for your thoughtful and difficult consideration and decision you have to make...I hope it's the right one.

Mary Weinberger



Sent from my Verizon, Samsung Galaxy smartphone

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## School opening

Mindy Olson <mindyolson33@yahoo.com>

Mon 7/13/2020 11:13 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Hi, I am writing to voice my opinion on the opening of the schools, I just want to start by saying I am employed by on the biggest hospitals, and the number of Covid patients we are receiving is nothing compared to the number of trauma patients we receive daily, I think it would be insane for the schools to not reopen these kids are not getting the education they need, me and my husband are both working in health care and would never have the time to make sure 4 children are doing there work or logging on the computer, with that being said I have a 13 year old that is already far behind for a learning disability, and this will throw him further in the ground, I also have a 4 yr old that needs to start her education she is developmentally delayed in speech and without the proper teaching she will go no where as well, I believe education is as important as working in a hospital or any other essential job and teachers should be classified as essential, there is enough Ppe to supply them gloves and a mask if they choose they could also throw a apron on if there worried about the clothes or even a cooks net on there hair, that's all we as healthcare professionals get and other essential workers receive, by keeping these schools closed u are setting children up to fail especially those that need the extra help I And many others do not have the proper Education to teach these kids,and by experience many even struggle with the computers to get on, I really think you need to consider other options then keeping kids home, it should be a parents choice not yours. Thank you  
Sent from my iPhone

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(No subject)

missy rick <missyrick0@gmail.com>

Mon 7/13/2020 9:09 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Good evening I am a parent of 3 kids the go to MPS and I recently seen the 4 phase plan to reopen most i take care of 3 kids my whole house including my mom both parents work full time i will not be doing virtual learning for my kids even if that's what mps decides i have nobody to do online learning with my kids i would have to quit working just to ensure my kids get education and I wont put my children in financial instability just for school my kids will come back to school but won't do online learning my mind won't change

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**FW: 2020-2021 School Year**

Mann, Jacqueline M &lt;spatesjm@milwaukee.k12.wi.us&gt;

Mon 7/13/2020 12:52 PM

To: Governance &lt;governance@milwaukee.k12.wi.us&gt;

Add to public testimony.

---

**From:** Taylor, Sequanna**Sent:** Monday, July 13, 2020 11:30 AM**To:** Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>**Subject:** Fwd: 2020-2021 School Year

----- Forwarded message -----

From: Molly Stepnik <[mollyannastepnik@gmail.com](mailto:mollyannastepnik@gmail.com)>

Date: Jul 13, 2020 11:08 AM

Subject: 2020-2021 School Year

To: "Taylor, Sequanna" <[taylor@milwaukee.k12.wi.us](mailto:taylor@milwaukee.k12.wi.us)>

Cc:

**Caution External Source**

Dear school board member Sequanna Taylor,

I am writing to you to express my concerns about returning to in-person school this fall. I am a high school Spanish teacher. I love my job, my school, my co-workers, and most of all my students. I miss them terribly. I cannot wait for a vaccine and to return to work as normal. However, until there is a vaccine I am terrified to begin teaching again in school.

I believe we need to continue complete virtual learning. (My second favorite option was for the elementary grades to be spread out across MPS buildings. Therefore parents wouldn't have to worry about childcare and there would be much more social distancing. However that still worries me.) The cases continue to rise especially in areas where many students and staff live and it is only a matter of time for the virus to reach our schools.

I have severe asthma and have had pneumonia multiple times in my life. I worry about getting sick, getting my family members sick, and any one of us dying. I worry about many of my students and co-workers with underlying health conditions. I worry about someone dying in our building and the impact that would have on our community. Again, I am absolutely terrified. (I see many districts allowing families to opt for virtual learning, can the same be done for staff?)

I do NOT believe our schools can open safely. In my building, windows don't have screens, many don't even open, and we do not have proper ventilation. Even if we do require that everyone wears a mask (which I know many students and staff will want to take theirs off at times) we will be eating in our classrooms, masks off. The virus is known to spread over prolonged periods of time indoors, with people speaking, eating, singing, etc.

I continue to hear that adequate cleaning is necessary to safely open schools however the science suggests that the virus is not easily passed through surfaces. Adequate cleaning should ALWAYS be a priority anyway, but we have even struggled to achieve that well before this virus.

We don't have enough staff to clean the buildings, transport the students, cover teachers who are sick. I've always had a difficult time finding a substitute for sick days or even planned days off. I don't see this improving in these current times. Where will we find subs? I frequently lose my prep to cover classes as it is!

I understand that virtual learning is not ideal. I know some of my students have struggled this past semester and I feel for them and their families. But the reality is we are in a public health emergency. With cases continuing to rise our situation is only getting worse. Schools cannot safely open at this point until there is a vaccine.

I believe we should be using our time, energy, and resources NOW to plan for virtual schooling. If we do reopen, it is very likely that we will have to shut down again like we did in March. Schools in countries that have battled the virus much more successfully than we have are having to shut down their schools (ie Hong Kong). In our city childcare centers and youth organizations are also shutting down after confirmed cases. (ie Boys and Girls Club)

Let's begin planning for virtual schooling until it is truly safe for everyone. The more we do now, the more successful our students will be this school year. This is literally a matter of life and death. I don't want to see any more people die because we are being pressured to open our schools.

Molly Stepnik

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## 20-21 school year

mrsdeida <mrsdeida@gmail.com>

Mon 7/13/2020 7:36 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello,

As a mother of a child who will be K5, my main worry is safety. Most children of this age group touch every. How do you intend to keep them safe know this and that wearing a mask all day is not feasible?

Sent on my Boost Mobile Phone.

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

## Question Regarding the Submission of Written Testimony

Nichole Lutz <nichole.lutz@icloud.com>

Mon 7/13/2020 7:36 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

How do I know that my written testimony is going to be read and taken into consideration?

This is unreasonable. No school, for all of these kids? This isn't going to work for us and it's not because I'm an essential employee that has to work. It's because my daughters education depends on it. And I need to be heard. When does my written testimony need to be submitted by? Because this isn't going to work for us.

Sent from my iPhone

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**Attn: Director Annie Woodward**

Nicole Wellstein <wellsteinnicole@gmail.com>

Mon 7/13/2020 10:54 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello I am a concerned MPS parent. When I filled out the survey for going back to school I was more concerned about my children's mental health and stated that I was comfortable with them going to school. I have since changed my mind and am extremely concerned about the safety of doing in person learning for all students and educators. Covid 19 is still affecting our community and I don't feel that it is safe. I'm also concerned if MPS chooses to do online education that our students will not be equipped with internet access. Another concern I have is that my children will lose their spots at their Montessori School if I decide I need to keep them home.

Thank you for your time,  
Nicole Gahl

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## School reopening

Nicole McNally <mekallie2010@gmail.com>

Mon 7/13/2020 7:57 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Hi my name is Nicole. I currently work for a seton catholic school in West Allis. I'm a parent of 3 kids. I have a almost 4 year old, a 7 year old and a 10 year old. After finishing last year with remote learning being a EA and a parent. Our kids haven't retained any new information. Having 3 kids doing remote learning will make me so stressed and depressed again. Not to mention my 10 year old has anxiety and now doesn't want to even talk to her friends. This is punishing our children!! Our family doesn't know anyone that has COVID we all have been tested and all of us are negative. Why can't we have our kids go back to school? All teachers and staff including myself will have no job again! Since we work for a catholic school we don't get unemployment!! The archdiocese looks at MPS for answers to close or not. Please please don't start remote learning. I can't continue being unemployed with 3 kids. Then having to teach them remote learning with a teacher they don't even know telling them how to learn. Then pay tuition on top of it. To me there are different ways to approach the situation by keeping our kids safe and teachers employed! Please don't do remote learning!!

Best Regards

Nicole

Sent from my iPhone

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## Submission of Written Testimony for Tony Báez, Ph.D. (Vice President)

ATTN: Office of Board Governance

Date of Meeting: Thursday, July 16, 2020

**Ofelia Rios**  
**2515 S. Austin St.**  
**Milwaukee, WI 53207**

Agenda Topic: Plan for Reopening MPS Schools.  
Do Not Support

President Miller and members of the board,

I am e-mailing you today regarding the School Reopening plan for this fall.

The Council of Exceptional Children stated...

*“Great inequities exist in remote learning for young children, students, and families, including access to technology, individualized supports to access virtual learning, and educators who need training and technical support to achieve technology literacy for their virtual visits and classrooms. In particular, we know that students with significant cognitive or intellectual disabilities, severe behavior disorders, and who are deaf or blind have not been well served during distance learning. Infants, children, and youth with medical complications will need specific considerations because these students may still be learning remotely due to medical conditions that place them in the high-risk category, even after the return to in-person instruction.”*

As a parent, my child was not well served during the school closure and want to ensure this does not happen again. As a result, I ask no plan be approved that does not thoughtfully or intentionally address the needs of our district’s special education students. Planning with the needs of the most vulnerable first will ensure not only the physical, emotional, and academic needs of the most vulnerable population are met, but that of the entire district. Therefore, I ask that nothing be approved unless the following items have been considered and addressed:

### **Under all scenarios:**

- Protect the integrity of the IDEA by:
  - Providing mandatory and consistent **professional development** for special education teachers and support staff that is research based, frequently **monitored for quality, fidelity and impact**. Special education teachers and support staff should receive adequate training and support on **creating and tracking IEP goals, establishing and reinforcing data-driven practices to guide teams in creating and updating IEPs, SEL training, and anti-racist training** in preparation for both, virtual and traditional learning. As we know, emergency licensed teachers are disproportionately serving students with IEPs, as a result require the most support and training.
  - **Providing a proactive and detailed plan for distance learning** specifically for our immunocompromised students, who will not be able to return despite the re-opening of schools that will include a plan to provide technology (computers/laptops), hotspots (as needed), and built-in educational software which teachers and support staff have been trained on. Offer training and technical assistance for educators so they can fluently navigate technology and education delivery in a virtual setting. Offer training and technical assistance for families of students so they can fluently navigate technology to support their children, in partnership with educators, in a virtual setting.

- **Comprehensive plan** for how services will be rendered with the imminent return of the virus as is projected by various experts for the 2020-21 School Year. Plan should clearly articulate how IEP goals will be met, monitored, and assessed in a virtual setting, as well as what teachers and parents should do if goals need to be updated. As a parent I believe that MPS and its families would be greatly assisted by a guide similar to the plan implemented by the Chicago Public Schools which can be seen here, [CPS Special Education Guidance](#)
- **Clearly articulated** plan with **minimal daily NEW instruction** students will receive from staff in a hybrid or remote learning model. This past springs services differed greatly between teachers and schools, where some students received daily contact and some students did not receive anything. This is unacceptable and parents/caregivers deserve to know exactly what they can and should expect from staff daily.

In the case that students return to school, we want to ensure no decision be approved without the following:

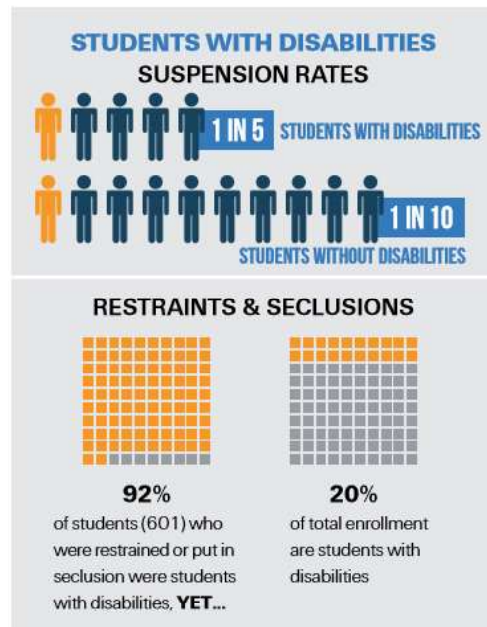
- **Staggered Schedule**

- If staggered schedule is adopted. I do **not** support any schedule that does not allow disinfection between cohorts of students. Below are two options to consider that put the safety of our students and staff first:
  - **Cohort A** to attend Monday and Tuesday, **Cohort B** on Thursday and Friday and Wednesday for sanitizing and **professional development** to ensure staff has the training necessary to deliver services remotely, as we were all ill equipped this spring, **OR**
  - **A Week** and **B Week** (Monday-Thursday), **Friday** for disinfecting and professional development.

I do NOT support the staggered schedule as stated in the outline as it does NOT allow for sanitization and disinfection between student cohorts.

- **Personal Safeguards**

- Ensure that teachers and students have appropriate PPE provided by the district. Shields should be provided for Speech Therapists, speech students and any student and their teachers who rely on facial cues, have sensory issues, or for other reasons cannot wear typical face masks.
  - A clearly written policy on encouraging students to wear protective gear, but under no circumstance should their lack of compliance be used to punish students, suspend students, belittle students, restrain/seclude students or contact the police. Based on the data (See below), students with disabilities are disproportionately suspended, secluded, and restrained and we do not want “mask wearing” to become another form through which students are removed from the learning environment.



- Teaching and practicing hand hygiene and respiratory etiquette. Ensuring classrooms are equipped hand sanitizer or access to a sink with soap, tissue, and necessary cleaning supplies.
- **Environmental Safeguards**
  - Cleaning and Disinfection
    - Quality Control
    - Who is responsible?
    - Cleaning during the day?
    - Plan for when cleaning staff is sick or position is vacant and cannot be filled?
  - Shared Objects
  - Ventilation
  - Water Systems
  - Modified Distance Layouts (desks, spacing, carpets etc.)
  - Signage and Postings
- **Operations**
  - Protections for Staff and Children at Higher Risk
  - Regulatory Awareness
  - Arrival, Dismissal, Bus, Lunch, Passing, Bathrooms, etc.
  - Gatherings, Visitors, and Field Trips
  - Plan for when someone in the building becomes ill and how will families be notified.

In closing, I ask that the board not approve this plan until the aforementioned issues raised are addressed in the school reentry plan.

Respectfully,

**Ofelia Rios**

## Submission of Written Testimony

Priscilla Galvez <scilla\_84@yahoo.com>

Mon 7/13/2020 7:16 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

I feel that students should continue with distance learning considering the unresolved situation with Covid.

[Sent from Yahoo Mail on Android](#)

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

## Reopening schools

Rhonda Kelsey <rukelsey@me.com>

Mon 7/13/2020 7:54 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

MPS schools should not be reopened if safety precautions cannot be implemented to ensure the utmost safety of our children.

At the same time, we desperately want schools to reopen so that our children can receive a proper education along with the social interaction that is much needed for our children.

Having our kids on computers all day concerns me, so I pray and request that MPS develops non-IT instructive measures to help educate our kids along with digital methods.

Praying for kids, the teachers and administrators of MPS.

Proud Parents of a Highland Community School 2nd Grader

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## Submission of Written Testimony

Rhonda Robinson <rhondacrobinson67@gmail.com>

Mon 7/13/2020 5:27 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

I am a parent of kindergarten and middle school student and is concern for them during this coronavirus only agree with them to do virtual learning only or two day in person and the rest of the week virtual. It do not make any sense to send any student to school as normal or 5 days a week and flu season is around the corner in which we are going to be in our second wave of this virus with no vaccine available and elementary students are sick more during the winter than middle and high schoolers. I work in the healthcare field and is scared everyday going to work during this virus but refuse to send my children in it. I believe that it will be safer at home learning than in school it will be impossible to keep smaller childrens away from each other. I hope and pray that mps make a very smart decision when dealing with our children lives. The boys and girls clubs here in Milwaukee where I live both locations just had cases last week with children testing positive of this disease they are opening the city way too fast before you know we will be back in phase 1. Thank you for letting me give my input and hearing me out.

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## Inquiry from Public Website: Office of Board Governance

Schrell Tramble <sweetsweetschrell@gmail.com>

Mon 7/13/2020 9:06 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Y'all should just let the kids go back to school next year. Because virus stuff is getting worser and you'll have to think about the kids got to get on the school bus city buses be in the class with a lot of people's walk to the hallways go to lunch anyway and then they going to get it again

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## Special ed students

Sharon Awosika <awosiksm@gmail.com>

Mon 7/13/2020 7:31 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Many special ed students will not keep those masks on when they return ... many should not come back. Most of their parents will be saying ... "he/she will not keep the mask on".<sup>1</sup> what is the staff suppose to do then. ...

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## School year 2020 2021

Staci McDade <stacimcdade8@gmail.com>

Mon 7/13/2020 8:08 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

I for one am a single parent...I work full time..so please explain to me how my kids are suppose to do virtual school when I wont be there to help?? Let alone how am I suppose to work if my kids aren't in school? Who then is going to pay my bills?? This covid 19 shit is outta hand..

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**FW: Reopening schools this fall**

Mann, Jacqueline M &lt;spatesjm@milwaukee.k12.wi.us&gt;

Mon 7/13/2020 12:52 PM

To: Governance &lt;governance@milwaukee.k12.wi.us&gt;

Add to public testimony.

---

**From:** Taylor, Sequanna**Sent:** Monday, July 13, 2020 11:32 AM**To:** Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>**Subject:** Fwd: Reopening schools this fall

----- Forwarded message -----

From: Susan O'Brien <[obriensjo@yahoo.com](mailto:obriensjo@yahoo.com)>

Date: Jul 13, 2020 8:38 AM

Subject: Reopening schools this fall

To: "OHalloran, Megan" <[ohallomm@milwaukee.k12.wi.us](mailto:ohallomm@milwaukee.k12.wi.us)>, "Taylor, Sequanna" <[taylor@milwaukee.k12.wi.us](mailto:taylor@milwaukee.k12.wi.us)>, "Woodward, Annie" <[woodwaax@milwaukee.k12.wi.us](mailto:woodwaax@milwaukee.k12.wi.us)>, "Peterson, Robert E" <[petersre@milwaukee.k12.wi.us](mailto:petersre@milwaukee.k12.wi.us)>, "Phillips, Maria Paula" <[phillimd@milwaukee.k12.wi.us](mailto:phillimd@milwaukee.k12.wi.us)>, "Miller, Larry F" <[millerlf@milwaukee.k12.wi.us](mailto:millerlf@milwaukee.k12.wi.us)>, "Baez, Luis" <[baezla@milwaukee.k12.wi.us](mailto:baezla@milwaukee.k12.wi.us)>, "Gill Herndon, Marva" <[gillhemj@milwaukee.k12.wi.us](mailto:gillhemj@milwaukee.k12.wi.us)>, "Siemsen, Erika" <[siemsee@milwaukee.k12.wi.us](mailto:siemsee@milwaukee.k12.wi.us)>

Cc:

**Caution External Source**

Dear Members of the Milwaukee Board of School Directors,

I understand the task before you and describing it as an impossible decision would be accurate. Regardless of your decision, there will be teachers, parents, students, community organizations, taxpayers, and politicians who will both praise and demonize the decision.

As a taxpayer, MPS employee, and former MPS parent, I urge you to focus on opening schools safely in fall while offering a full and enriching online format for those parents and families who want that option. Our children need to be in school and taught by our dedicated and resourceful professional teaching fleet. This is a monumental undertaking, however, for this moment in time, if the district unites with a single focus, we can make it happen. Proper cleaning, daily temperature checks, and smaller groups of students together will need to be a priority. Finally, teachers cannot be responsible for purchasing their own cleaning materials or PPE for students. I have written my state and federal representatives asking for financial support as we do not have the funds to accomplish a safe opening.

This past year many teachers jumped into online learning even before the directive was given. Even with these efforts, our students and teachers missed the daily interactions. Please thoughtfully consider opening safely with an online option for our MPS children.

Sincerely,

Susan J. O'Brien

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## Returning to school

tgraceffa31 <tgraceffa31@gmail.com>

Mon 7/13/2020 6:21 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

I'm a concerned parent, and also a bus driver for grades 5thru 12, however I personally don't feel comfortable driving the kids to school, let alone allowing my children to attend school, even with social distance there still is a possibility of passing the illness or even catching it. I'm particularly concerned with the number of growing cases and the no police officers in school. With everything going on how can anyone let alone superintendents and health officials and teachers say they can guarantee our schools are safe because frankly they are not. They're not safe from covid let alone bullies down right anyone stepping in to help with fighting or if something worse should happen. How are you going to force little kids to keep their masks on. Even teenagers who don't even respect their elders to keep a mask on for their own safety. This day and age you have to stop and think what's more important, our children and our own safety and health, or sit in a cesspool of germs spreading illnesses around. I'm sorry but my children will not be attending school till this covid 19 is clear to do so and you guys should listen to the health officials as well and only have virtual learning at this time. I don't even want to transport your children to school, with this illness going on. Thank you.

Sent from my Sprint Phone.

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

(No subject)

Tish Lovingherkids Foster <tishfoster25@gmail.com>

Mon 7/13/2020 6:32 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

I do not think that it's safe enough to send kids to school. The virus is still active and I don't want to put my children in harm's way.

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## Comments and questions regarding special board meeting Thursday, July 16

Mann, Tyra <manntl@milwaukee.k12.wi.us>

Mon 7/13/2020 9:38 PM

To: Governance <governance@milwaukee.k12.wi.us>

Dear Milwaukee Board of School Directors,

First let me start by saying that I am appreciative of the multiple hours and steps that have been taken to get to this point. This is an unprecedented time and terribly confusing for all of us. Although, I am happy with the initial plans the district is working within, I am terrified of the implications this could mean for my family and fellow colleagues if staff are required to go back to our buildings full time.

Below are a list of my concerns and comments.

1. By forcing all staff back into buildings you are now creating a larger need for childcare, which means more contact, and a much larger opportunity for the virus to spread.
2. Childcare is expensive. If staff have elementary school children who are now continuing virtual learning who will care for them? I know personally, I can't afford childcare for three children. If I bring my children to my parents house, we are now exposing a much older population to a larger contact bubble.
3. How will you work with educators who have high risk family members in their household? Will they be required to return to their buildings? If they are, and they get sick what will the district provide for them and their families?
4. How will you guarantee that educators wear mask and social distance in and out of our buildings?
5. Will educators be required to report COVID-19 test results? If not, how will you keep buildings safe?
6. If a educator test positive for COVID-19 are they required to quarantine for 14 days?
7. What if a educator lives in the same house as someone who test positive for COVID-19? Does that educator now need to take 14 days off of work to quarantine? Is that time off covered?
8. Will schools and/or the district offer COVID-19 testing?

At the end of the day, we all want what is best for our students; however, we don't want to risk the safety of our families. I urge you to consider our educators at the same level you think of our children. How can we all work together and provide an outstanding education and safe environment for everyone?

Tyra Lea Mann  
*School Counselor*

### **Wisconsin Conservatory of Lifelong Learning (WCLL)**

1017 North 12th Street  
Milwaukee, WI 53233  
(414) 304-6829

*We can change the world and make it a better place. It is in your hands to make a difference. ~ Nelson Mandela*

## Opening plan

vkachache <vkachache@yahoo.com>

Mon 7/13/2020 8:51 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Thank you for making the decision to keep our students safe, by deciding that online learning is best during this, the Covid 19 pandemic.

I would like to address the staff plan.

Please let staff work from home.

As an early start worker beginning on August 3 with 3 elementary school age kids, child care is a huge issue. I normally have August covered and then my sitter returns to college and my kids return to school for the Sept start.

As someone with no family in the area, I now only have just weeks to find a qualified, covid free, available sitter and teacher.

Finding child care during normal times is hard enough, but with the added stress of knowing I need to have someone, who may or may not be a carrier of Covid, in my home, and that they need to ensure my kids follow their curriculum on a daily basis seems daunting.

I know I am not the only one. Many of my colleagues are in panic mode trying to figure out care as well. Staying at home would allow us to stay safe and help both the MPS family and our own.

Thank you for taking this into consideration.

Vicki Kachache

Sent from my Verizon, Samsung Galaxy smartphone

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## Fall plan

Andrea Goodman <andreagoodman29@gmail.com>

Tue 7/14/2020 9:01 AM

To: Siemsen, Erika <siemsee@milwaukee.k12.wi.us>

Cc: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

I have read through much of the lengthy proposed plan. What exactly are working parents supposed to do??? There has been zero discussion throughout all of this about what families are supposed to do if they work out of the home. It was different the first shut down earlier this year, the vast majority of businesses were shut down and many families had to stay home and were available to support their child's learning and care for them at home.

What are we supposed to do now? We're back at work. And now my child is expected to do daily synchronous learning. How? From a new daycare I have to find? So then they're just getting new germs from a new setting and still not getting an education? Is the daycare supposed to facilitate the online learning for each child? There will be childcare shortages. Is there any community and/or school district effort to coordinate childcare needs? And yet, if we're going to place all of these school aged children in crowded daycares anyways, shouldn't they just be back in school?

Additionally the feasibility of my own children continuing their German immersion instruction virtually at home is useless. It is not immersion if it is at home. I can imagine the same is true for Montessori- it's not meant to be done virtually. For these schools, along with all early childhood, there should have been more consideration given and weighted to make this virtual learning decision.

I understand the difficulty of these decisions. I appreciate your time.

Thank you,

Andrea Goodman

Milwaukee German Immersion parent, resident of Wauwatosa.

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## Reopening Proposal Concerns for Special Education

Wayer, Anna <wayeraj@milwaukee.k12.wi.us>

Tue 7/14/2020 1:18 PM

To: Governance <governance@milwaukee.k12.wi.us>; OHalloran, Megan <ohallomm@milwaukee.k12.wi.us>; Taylor, Sequanna <taylors@milwaukee.k12.wi.us>; Woodward, Annie <woodwaax@milwaukee.k12.wi.us>; Peterson, Robert E <petersre@milwaukee.k12.wi.us>; Phillips, Maria Paula <phillimd@milwaukee.k12.wi.us>; Miller, Larry F <millerlf@milwaukee.k12.wi.us>; Baez, Luis <baezla@milwaukee.k12.wi.us>; Gill Herndon, Marva <gillhemj@milwaukee.k12.wi.us>; Siemsen, Erika <siemsee@milwaukee.k12.wi.us>

Hello MPS School Board,

I am writing with concerns about the 20-21 school year proposal and most specifically about concerns with pages 83-86 of the proposal (Special Education Considerations).

I am an Occupational Therapist for the district and have a lot of concerns with this proposal in regard to the safety of children, staff safety and also our OT licensure and DPI guidelines for school based occupational therapist.

The first bullet point of the proposal on page 83 states:

*“For occupational therapists, speech pathologists, other therapeutic services that are not full-time in buildings, we must consider how these individuals will travel to multiple settings and continue to provide services and maintain PPE. Explore the possibility of housing them in a building and have students go to that space for services.”*

Exploring the option of “housing” us all in a building and having students come to use is not the least restrictive environment and is also going down a slippery path by providing therapy services as a clinical/hospital based model of therapy services vs. a school based model. Occupational Therapists in schools do not provide “medical” based therapy, but collaborate with staff, students and parents so that the student is able to meet their special educational needs. We are a related service, in which the DPI OT/PT handbook on page 7 and IDEA states

*“Related services are those required to assist a child with a disability to benefit from special education”.*

For example, about half of my caseload has a diagnosis of severe autism in which I service those students within their classroom. I help find strategies and techniques that may help the child self-regulate and calm themselves in order to participate and complete academic tasks and participate in their special education program; this type of therapy cannot be provided 1 on 1 in a separate environment.

Additionally, the proposal states that students with severe disabilities, who are in self-contained classrooms will be attending school face-to-face rather than virtual. I understand the reasoning for this, as students with severe disabilities are not able to sit in front of a screen and learn independently, but this proposal is not appropriate for these students and/or staff members. These students are truly the most vulnerable, many are medically fragile, most

will not wear masks and will not be socially distancing given the nature of their needs. If it is not safe for regular education, healthy students to attend face-to-face schooling (who are able to socially distance, wear masks, practice clean hygiene, etc.) then it should not be safe for the vulnerable to attend face-to-face. Exploring other options other than face-to-face is a necessity for the students who have severe disabilities.

If face-to-face is indeed required it would be best for students to stay within their school building, not a different building, and provide students with all services in that building. As a related service provider and medical professional, we are equipped in the knowledge and expertise of knowing how to handle not spreading diseases/viruses and understand the importance of sanitation/PPE use. As an itinerant/related service provider who provides services to multiple schools, we can ensure you that fewer cross contamination will occur between us traveling to different buildings compared to having all comprehensive classroom students in one building or brought to us. Additionally, most Occupational Therapy staff are able to arrange their schedules so that we will be in one building a day (maybe 2 buildings, max a day) in order to service their students in their classroom and to limit exposure.

Overall, it is important for the school board and MPS administrators to understand the role of related service providers and understand the difference between school based therapy vs clinical therapy. According to the DPI OT/PT handbook, on page 32 it states

*“The IEP should not include a separate page of occupational therapy goals and a separate page of physical therapy goals. The IEP team as a whole writes the child’s goals for academic and functional performance. The goals describe activities and behaviors that the child will demonstrate in the classroom and other educational environments, and are not discipline-specific”.*

What this means is that OT/PT does NOT have specific OT or PT goals, all goals are collaborative in nature and all IEP team members address each goal. Additionally, page 37 of the DPI OT/PT handbook states

*“Occupational therapy or physical therapy does NOT cure a child’s medical condition, such as cerebral palsy, muscular dystrophy, or autism. Therapy helps the child with a disability perform important functions that support or enable participation in academic and nonacademic activities”.*

Our (OT/PT) skills are services that are REQUIRED for the student to benefit from their special education program, in which the best model for this is providing services in the LRE and to collaborate with all IEP team members about their special education program.

Thank you for taking the time reading my concerns and taking them into consideration.  
Anna Wayer, OTR/L

Reference:

DPI OT/PT Resource and Planning Guide

<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/ot-pt-guide-2nd-edition.pdf>

Department of Specialized Services

(414) 604-7314

Milwaukee Public Schools

Base Site: Academy of Accelerated Learning

3727 S 78th St, Milwaukee, WI 53220

Additional Sites: Alcott, Allen-Field, Lincoln Ave, Reagan High School and Audubon Complex

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7/14/2020

To whom it may concern:

I'm writing to the council do to that I work for MPS and I am scared for all families. Someone had posted this scenario and this is what could happen so just imagine:

Questions for School Openings:

- If a teacher tests positive for COVID-19 are they required to quarantine for 2-3 weeks? Is their sick leave covered, paid?
- If that teacher has 5 classes a day with 30 students each, do all 150 of those students need to then stay home and quarantine for 14 days?
- Do all 150 of those students now have to get tested? Are they happening at school? How are the parents being notified? Does everyone in each of those kids' families need to get tested?
- What if someone who lives in the same house as a teacher tests positive? Does that teacher now need to take 14 days off of work to quarantine? Is that time off covered? Paid?
- Where is the district going to find a substitute teacher who will work in a classroom full of exposed, possibly infected students for substitute pay?
- Substitutes teach in multiple schools. What if they are diagnosed with COVID-19? Do all the kids in each school now have to quarantine and get tested?
- What if a student in your kid's class tests positive? What if your kid tests positive? Does every other student and teacher they have been around quarantine? Do we all get notified who is infected and when? Or because of HIPAA regulations are parents and teachers just going to get mysterious "may have been in contact" emails all year long?
- What is this stress going to do to our teachers, and families? How does it affect their health and well-being? How does it affect their ability to teach? How does it affect the quality of education they are able

to provide? What is it going to do to our kids? What are the long-term effects of consistently being stressed out?

- How will it affect students and faculty when the first teacher in their school dies from this? The first parent of a student who brought it home? The first kid?

- How many more people are going to die, that otherwise would not have if we had stayed home longer?

30% of the teachers in the US are over 50. About 16% of the total deaths in the US are people between the ages of 45-65.

We are choosing to put our teachers and children in danger.

This is a wake-up call for those who makes the decisions. Let's really think long and hard of what the reality would be if schools re-opened. America has the worst numbers of cases and deaths in the entire world. Let's not continue letting others having the chance of contracting the virus and spreading it throughout all of MPS.

Thank you for your time

Anonymous staff member

## Re-opening

Schuh, Ashley <schuha@milwaukee.k12.wi.us>

Tue 7/14/2020 12:19 PM

To: Governance <governance@milwaukee.k12.wi.us>

To whom it may be concerned,

I am a school psychologist with MPS and I know the board is voting on how to re-open come fall. The pandemic provides an insurmountable amount of concerns whether we open fully, virtually or a mix. While I can provide some mental health support virtually, it is difficult for students and families to focus on all the academia online and figure that out and still put time aside to attend virtual groups. I know re-opening holds many concerns but I am more concerned about the impact of students at home without mental health support, social-emotional skills they develop being around peers, students who may not have positive adult relationships in the home or healthy meals. Many of our students are already at risk for adverse outcomes and my fear is that not returning increases these risks. I hope students can come to school in some sort of rotating schedule so they can still reap the benefits that come from an in person education where we can get to know them and develop relationships but also keep them safe.

Thank you!

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## Parent Feedback Regarding Fall Proposal

Beth Bender <zbethbender@gmail.com>

Tue 7/14/2020 11:26 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello School Board Members,

I have been an MPS parent for eleven years now with one child who will be starting at Reagan in the fall and another who will be in sixth grade at Fernwood. In general, I have been extremely happy with our MPS experience and commend the board, administration, teachers, and staff for their hard work and dedication. I will also acknowledge that I do not represent the vast majority of the families in MPS given my socioeconomic status and the schools which my children attend.

That said, I am in favor of the proposed plan for the 2020-21 school year. While my family could accommodate all the scenarios listed in the family survey, I have been extremely concerned for the well-being and safety of the teachers as well as the families in MPS for whom the school closures have been catastrophic. This is an enormously complex situation for which there is no ideal solution. Your task as a school board is not only to serve families like mine but to also keep in mind the vastly different needs of the significant numbers of children and families living in poverty.

While the current proposal will likely create challenges for many teachers and families, specifically regarding childcare, I believe it is the best scenario under the circumstances.

Thank you for your service to the MPS community.

Sincerely,  
Beth Bender

--

"Great work doesn't just require great courage, but also skills of great (and real) value." - Cal Newport

Beth Bender  
2923 S Clement Ave  
Milwaukee, WI 53207  
Cell: 414-202-3977  
<https://www.linkedin.com/in/elizabeth-bender-899715114/>

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(No subject)

Brenda Campos <camposbrenda0412@gmail.com>

Tue 7/14/2020 4:21 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

**Submission of Written Testimony for Tony Báez, Ph.D. (Vice President)**

ATTN: Office of Board Governance

Date of Meeting: Thursday, July 16, 2020

**Brenda Campos**  
**2728 W Mitchell St.**  
**Milwaukee, WI 53215**

Agenda Topic: Plan for Reopening MPS Schools.

Do Not Support

President Miller and members of the board,

I am e-mailing you today regarding the School Reopening plan for this fall.

The Council of Exceptional Children stated...

*“Great inequities exist in remote learning for young children, students, and families, including access to technology, individualized supports to access virtual learning, and educators who need training and technical support to achieve technology literacy for their virtual visits and classrooms. In particular, we know that students with significant cognitive or intellectual disabilities, severe behavior disorders, and who are deaf or blind have not been well served during distance learning. Infants, children, and youth with medical complications will need specific considerations because these students may still be learning remotely due to medical conditions that place them in the high-risk category, even after the return to in-person instruction.”*

As a parent, my child was not well served during the school closure and want to ensure this does not happen again. As a result, I ask no plan be approved that does not thoughtfully or intentionally address the needs of our district’s special education students. Planning with the needs of the most vulnerable first will ensure not only the physical, emotional, and academic needs of the most vulnerable population are met, but that of the entire district. Therefore, I ask that nothing be approved unless the following items have been considered and addressed:

**Under all scenarios:**

- Protect the integrity of the IDEA by:
-

- Providing mandatory and consistent **professional development** for special education teachers and support staff that is research based, frequently **monitored for quality, fidelity and impact**. Special education teachers and support staff should receive adequate training and support on **creating and tracking IEP goals, establishing and reinforcing data-driven practices to guide teams in creating and updating IEPs, SEL training, and anti-racist training** in preparation for both, virtual and traditional learning. As we know, emergency licensed teachers are disproportionately serving students with IEPs, as a result require the most support and training.
- 
- **Providing a proactive and detailed plan for distance learning** specifically for our immunocompromised students, who will not be able to return despite the re-opening of schools that will include a plan to provide technology (computers/laptops), hotspots (as needed), and built-in educational software which teachers and support staff have been trained on. Offer training and technical assistance for educators so they can fluently navigate technology and education delivery in a virtual setting. Offer training and technical assistance for families of students so they can fluently navigate technology to support their children, in partnership with educators, in a virtual setting.
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- **Comprehensive plan** for how services will be rendered with the imminent return of the virus as is projected by various experts for the 2020-21 School Year. Plan should clearly articulate how IEP goals will be met, monitored, and assessed in a virtual setting, as well as what teachers and parents should do if goals need to be updated. As a parent I believe that MPS and its families would be greatly assisted by a guide similar to the plan implemented by the Chicago Public Schools which can be seen here, [CPS Special Education Guidance](#)
- **Clearly articulated plan with minimal daily NEW instruction** students will receive from staff in a hybrid or remote learning model. This past springs services differed greatly between teachers and schools, where some students received daily contact and some students did not receive anything. This is unacceptable and parents/caregivers deserve to know exactly what they can and should expect from staff daily.

In the case that students return to school, we want to ensure no decision be approved without the following:

- **Staggered Schedule**
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- If staggered schedule is adopted. I do **not** support any schedule that does not allow disinfection between cohorts of students. Below are two options to consider that put the safety of our students and staff first:
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- **Cohort A** to attend *Monday and Tuesday*, **Cohort B** on *Thursday and Friday and Wednesday* for sanitizing and **professional development** to ensure staff has the training necessary to deliver services remotely, as we were all ill equipped this spring, **OR**
- **A Week and B Week** (Monday-Thursday), **Friday** for disinfecting and professional development.

I do NOT support the staggered schedule as stated in the outline as it does NOT allow for sanitization and disinfection between student cohorts.

- **Personal Safeguards**

- 

- Ensure that teachers and students have appropriate PPE provided by the district. Shields should be provided for Speech Therapists, speech students and any student and their teachers who rely on facial cues, have sensory issues, or for other reasons cannot wear typical face masks.

- 

- A clearly written policy on encouraging students to wear protective gear, but under no circumstance should their lack of compliance be used to punish students, suspend students, belittle students, restrain/seclude students or contact the police. Based on the data (See below), students with disabilities are disproportionately suspended, secluded, and restrained and we do not want “mask wearing” to become another form through which students are removed from the learning environment.

- 

- Teaching and practicing hand hygiene and respiratory etiquette. Ensuring classrooms are equipped hand sanitizer or access to a sink with soap, tissue, and necessary cleaning supplies.

- **Environmental Safeguards**

- 

- Cleaning and Disinfection

- 

- Quality Control
- Who is responsible?
- Cleaning during the day?
- Plan for when cleaning staff is sick or position is vacant and cannot be filled?

- Shared Objects

- Ventilation

- Water Systems

- Modified Distance Layouts (desks, spacing, carpets etc.)

- Signage and Postings

- **Operations**

- 

- Protections for Staff and Children at Higher Risk
- Regulatory Awareness
- Arrival, Dismissal, Bus, Lunch, Passing, Bathrooms, etc.
- Gatherings, Visitors, and Field Trips

- Plan for when someone in the building becomes ill and how will families be notified.

In closing, I ask that the board not approve this plan until the aforementioned issues raised are addressed in the school reentry plan.

Respectfully,

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## Testimony for School Reopening Plan

Brian Van Klooster <briansvk@gmail.com>

Tue 7/14/2020 10:40 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

My child is in a Summer Virtual Academy course that met most recently this morning. After two weeks, 2 hours per day, with only 10 students in the class, at least a quarter of the live instruction time is spent on numerous non-instruction interruptions due to a constantly changing inventory of individual students who can't access the content because either the student or the instructor has at least 2 or more different ways to access or assign content, problems with on-the-fly assignments using google classroom that require refreshing, app access problems for some students in a class and not others, confusion over whether to use clever or google classroom, etc etc. Here are some of the quotes I heard today: "I can see the article but I can't get in". "I'm clicking Share my Screen but it says enter Username and Password". "When I click on Assignments nothing happens". "I have to troubleshoot that because that's something new". " \_\_\_\_ " (silence-the sound dropped out). "Hi Hi hi KIDS Kids kids" (echo). "I miss my friends"

I have been proactive in contacting MPS tech support on behalf of myself, the teacher, as well as the other parents who have had specific, repeatable and identical technical issues with our virtual instruction. I've done this because of the wasted instruction time and frustration we all experience.

Last week at my library I helped an ESL 1st grader and parent from Victory Academy as they tried to understand how to log in to the MPS chromebook with an "s number" (not a username-despite the fact that that's what google classroom calls it), understand how classroom works, and inform them that despite the fact that they have no internet at home and have to use the public library, I can't allow them to stay for the full two hours that the class lasts because we have a 1 hour maximum stay restriction inside the library.

This testimony isn't criticism directed at any one person, or an attempt to find a resolution. Instead it is provided as a real example of virtual instruction, from this morning, coming from a tech savvy masters-degreed librarian with a fiberoptic internet connection and three laptops at home. I also have a full time job to do at a public library in our community during the 3.5 hours of daily asynchronous virtual learning MPS proposes that I do with my child.

So here's my actual appeal. The way MPS is going to help this entire generation of kids is by HAVING THEM IN SCHOOL (AKA Scenario 3). Follow best practices for in-person schooling from other successful communities. You're all smart and have seen the research and reports about these models. It can be done and should be done. Please listen to the 76% of parents and 78% of students whose Top Choice Reopening Option is all students in school five days a week, with a virtual option for concerned families.

-Brian Van Klooster, MPS Parent of 5th Grader

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## Returning for school 2020

Haynes, Canience <canience.haynes@froedtert.com>

Tue 7/14/2020 2:03 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello,

I'm writing my concerns in regards of the 3-phase plan for reopening MPS schools. I'm against the entire phase and I don't think the people that's making the final decisions are thinking about us single working parents. I agree with any parent that doesn't want to send their child to school, but what about the parents that does. I'm a single working mother (full-time) at that. I will not have the time to help my children with virtual learning if I'm away at work during school hours. This whole virtual learning is a set up for failure in my eyes. Think about the students that needs one on one attention or have any learning dysfunction. Tell me how would virtual learning help them. Also think about how many uneducated parents that are in these households. How are parents supposed to help their child/ren when they don't understand themselves? I don't understand how restaurants, bars/clubs, museums, daycares and day camps are open but school won't be.

A few suggestions:

- **Give parents the option to choose between in school or virtual learning**
  - All students have to wear a mask to school until temperatures are checked
  - All staff members must wear mask the entire workday and also get their temperatures checked upon entering the school
  - Instead of parents buying extra school supplies for the classrooms parents should have to supply hand sanitizer and disinfecting wipes
  - No school volunteer's/limit visitors entering the building
  - Teachers should add hand hygiene and disinfecting areas into daily lesson plans
  - Everyone should sanitize whenever they're entering into a different area

These are just some of my suggestions I would appreciate it if it's taking into consideration for the 2020-2021 school year.

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## Submission of Written Testimony for Paula Phillips

ATTN: Office of Board Governance

Date of Meeting: Thursday, July 16, 2020

**Carmen Flores**

**Milwaukee, WI 53215**

Agenda Topic: Plan for Reopening MPS Schools.

Do Not Support

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  - **Providing a proactive and detailed plan for distance learning** specifically for our immunocompromised students, who will not be able to return despite the re-opening of schools that will include a plan to provide technology (computers/laptops), hotspots (as needed), and built-in educational software which teachers and support staff have been trained on. Offer training and technical assistance for educators so they can fluently navigate technology and education delivery in a virtual setting. Offer training and technical assistance for families of students so they can fluently navigate technology to support their children, in partnership with educators, in a virtual setting.



- **Comprehensive plan** for how services will be rendered with the imminent return of the virus as is projected by various experts for the 2020-21 School Year. Plan should clearly articulate how IEP goals will be met, monitored, and assessed in a virtual setting, as well as what teachers and parents should do if goals need to be updated. As a parent I believe that MPS and its families would be greatly assisted by a guide similar to the plan implemented by the Chicago Public Schools which can be seen here, [CPS Special Education Guidance](#)
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- Ensure that teachers and students have appropriate PPE provided by the district. Shields should be provided for Speech Therapists, speech students and any student and their teachers who rely on facial cues, have sensory issues, or for other reasons cannot wear typical face masks.
  - A clearly written policy on encouraging students to wear protective gear, but under no circumstance should their lack of compliance be used to punish students, suspend students, belittle students, restrain/seclude students or contact the police. Based on the data (See below), students with disabilities are disproportionately suspended, secluded, and restrained and we do not want “mask wearing” to become another form through which students are removed from the learning environment.



- Teaching and practicing hand hygiene and respiratory etiquette. Ensuring classrooms are equipped hand sanitizer or access to a sink with soap, tissue, and necessary cleaning supplies.
- **Environmental Safeguards**
  - Cleaning and Disinfection
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  - Plan for when someone in the building becomes ill and how will families be notified.

In closing, I ask that the board not approve this plan until the aforementioned issues raised are addressed in the school reentry plan.

Respectfully,

Carmen Flores

## School return plan

Christine Carey <christinemarycarey@gmail.com>

Tue 7/14/2020 1:57 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Good afternoon,

I wanted to give my opinion as a constituent and an employee about MPS's reopening plan for the fall. It seems to be a very well-thought-out plan. My only concern is regarding teachers returning to work while students are learning virtually. While I understand that it may be necessary for teachers to come in from time to time to get supplies or do things like mail information to students, I don't believe that teachers should be mandated to work in the schools if teaching is entirely virtual. It would make social distancing difficult in some areas of the school where rooms are shared, and also, it would be a tremendous toll on MPS's wi-fi system if everyone was trying to have virtual meetings simultaneously. It is my hope that teachers and other staff such as speech pathologists, social workers, and psychologists will be allowed to work from home during this time.

It would also be wonderful if Milwaukee Rec could provide some form of support or child care for students whose parents have to work. I know that this time is going to put some families in a very difficult situation, especially since more and more parents have been expected to return to work since the spring. if MPS could explore partnerships with other organizations to provide care for these students I think it would be a tremendous benefit to our city.

Thank you,

Christine Carey  
3415 S 1st St, Milwaukee, WI 53207

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## Submission of Written Testimony

Christopher Cliff <ctcliff@gmail.com>

Tue 7/14/2020 1:23 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Remote and hybrid learning is education theater that is of value to no one. Parents should not be made to pay for it while also paying for additional childcare and taking leave from their own jobs to do the job of the school system. If MPS staff will not do their jobs, then furlough everyone and refund the tax levy until they are willing to return.

The school system exists to serve the needs of the children. It is not a make work program for teachers and administrators. If MPS staff are unwilling to do the work of serving students, they should share in the downside of that decision.

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## MPS Administration's Proposed Plan

Corrie Warning <corrie.warning@gmail.com>

Tue 7/14/2020 5:23 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Greetings Board Members,

Thank you for taking the time to read this feedback. I serve it as a school social worker and have two items to address.

Given the incredibly short turnaround for early start calendar staff, with 200 day employees returning August 3, it seems as if more time is needed to ensure we start a virtual school year strong and with everyone well-trained. I do have concerns about employees not receiving a paycheck when they thought they would for budgeting purposes, however I believe that the training and preparedness of staff will be best for the district in the long run.

Perhaps MPS will consider offering paychecks year-round considering the unpredictable nature of this pandemic. And, it is something many staff are asking for.

Secondly, if students are learning remotely for safety, we must ensure our staff are staying safe as well. Many staff have compromised immune systems and if the MPS Administration wants to ensure staff are actually working (which the vast majority will do), there are other ways to implement accountability measures. Have principals observe staff class instruction, ensure staff are posting lessons and assignments, are connecting with caregivers. If staff sign a work-from-home agreement then staff are held accountable if they do not abide.

There ARE other ways without threatening the health of staff and might I mention, this will save the district on energy costs as well.

Related, staff also have children and may not have the support they need to care for children. Even having a parent at home whilst working can ensure child safety. Teachers and staff can still be accountable and do their jobs with children at home. The majority of the workforce is FEMALE and we need to get creative when making this plan.

Thank you for all you do - this is certainly a difficult decision.

Best,  
Corrie Warning  
School Social Worker

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## Virtual School Options

Courtney May <courtneym435@gmail.com>

Tue 7/14/2020 4:15 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Written Comment

Would like to recommend that all classes be at least 4 hrs per day for elementary students with an hour lunch and two 20 minute breaks.

I.e.

9a to 10a Reading/Phonics

20 Minute break

10:20a to 11:20am Math

11:20am to 12:20 Lunch/Recess

12:25 to 1:25 Social Studies/Science

20 min break

1:50pm to 2:50pm Art/Phy Ed

Via Zoom or Google Meet, some way for actual classrooms where teachers and students see one another.

Homework outside of classroom 1 to 2 hours.

Virtual Field Trip once per month.

Teachers to provide a syllabus.

Quiz and Testing to occur weekly.

Technology Support phone number should be provided.

Courtney May

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## MPS Proposed Reopening Plan

Krueger, David M <david.krueger@usbank.com>

Tue 7/14/2020 9:50 AM

To: Governance <governance@milwaukee.k12.wi.us>

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| <b>Caution External Source</b> |
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Why is it safe to have daycares open but not public schools?

- Daycares are currently open at 75% capacity in the City of MKE.

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**From:** Maryland Ave. Montessori E-Communication <ourmamcommunity@gmail.com>

**Sent:** Monday, July 13, 2020 6:00 PM

**To:** Krueger, David M <david.krueger@usbank.com>

**Subject:** [EXTERNAL] Early E: MPS Proposed Reopening Plan

Our Milwaukee Public Schools Board of Directors will be discussing the options and pathway to the reopening of school during their **July 16th** full board meeting which begins at 5:30PM.

Please feel welcome to send any additional thoughts or concerns regarding the return to school to [governance@milwaukee.k12.wi.us](mailto:governance@milwaukee.k12.wi.us)

PROPOSED PLAN Road-map PDF:

<https://drive.google.com/file/d/1K1uxLQmZLm-fKR12qy7MyIE6KAR8N31t/view?fbclid=IwAR3j936B5EHMxUS2YekLcxP7JHFL7zoJXa-82G9gSY2N4awY6QEs72d1AvY>

Presentation for the Board of PROPOSED PLAN:

[https://drive.google.com/file/d/1qOmdp7R1\\_2KE4xFY71GYg85L94FeO9xr/view?fbclid=IwAR3E6iuf3NtLQn3TmJiJJbmexyxBM9DXMtM75MGwz5S272LAXg3umM](https://drive.google.com/file/d/1qOmdp7R1_2KE4xFY71GYg85L94FeO9xr/view?fbclid=IwAR3E6iuf3NtLQn3TmJiJJbmexyxBM9DXMtM75MGwz5S272LAXg3umM)

[OWoBw](#)

MPS Board meeting **agendas** can be viewed by clicking here: <https://esb.milwaukee.k12.wi.us/> and selecting the meeting date on the calendar located in the upper right. Meeting agendas must be finalized and posted for public viewing with *no less* than 24 hours notice.

You may **tune in** to the meeting using the MPS Board Cast link: <https://mps.milwaukee.k12.wi.us/en/District/About-MPS/School-Board/Boardcast.htm>

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[ourmamcommunity@gmail.com](mailto:ourmamcommunity@gmail.com)

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Please send Weekly E submissions to [ourmamcommunity@gmail.com](mailto:ourmamcommunity@gmail.com)

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U.S. BANCORP made the following annotations

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## MPS Reopening Plan

Gabriel, Elizabeth <EAGabri@milwaukee.gov>

Tue 7/14/2020 1:23 PM

To: Governance <governance@milwaukee.k12.wi.us>

Cc: Taylor, Sequanna <taylors@milwaukee.k12.wi.us>; 'kubagabriel@gmail.com' <kubagabriel@gmail.com>

|                                |
|--------------------------------|
| <b>Caution External Source</b> |
|--------------------------------|

Dear Director Taylor,

I am a City of Milwaukee worker and MPS parent. My 8 year old is supposed to be starting 3<sup>rd</sup> grade at MacDowell Montessori and my 3 year old is supposed to be starting 3K at MacDowell Montessori, their first year at school.

Virtual learning in the spring was a mess. MacDowell Montessori did not adequately communicate expectations. Teachers were left on their own to set up curriculum and to communicate with parents. My daughter's teacher did the best she could, but we struggled to get my 8yo to sit down and participate for even 30 minutes.

That said, I do not think it is safe for anyone to return to in-school classes in the Fall. I do not have faith in MPS's administrators. I do not believe MPS's buildings are safe. I fear for MPS's teachers who deserve more. I am also concerned for my children's mental health. Expecting them to take on unnatural behaviors like wearing a mask for 8+ hours a day, not being able to talk to one another, not being able to interact with one another in any usual way, all of this will take a much bigger toll than keeping them home.

I am a full time working parent. My spouse works full time at Froedtert as a respiratory therapist. We are lucky to be employed but we will struggle to do our jobs plus help facilitate distance learning. But we'll do it to make sure we don't kill anyone. I need to protect my mother, who is 65. I need to make sure we don't infect my spouse so he can continue to do his job at the hospital.

Looking at the plan as proposed, I support starting with distance learning. I am begging you to get rid of the "early-start" schools. MacDowell Montessori teachers need more time to get ready to launch virtually, successfully. Please give them this time. It will benefit us all, parents and children and educators. Please also make mental health a priority for all students. My eight year old is struggling and I need help.

Thank you for your time,

**Beth Gabriel**

Reference Assistant

Milwaukee Public Library

East Branch • 2320 N Cramer Street • Milwaukee, WI • 53211

Pronouns: She, her, hers

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## Public comment

Kawala, Jillain <[thomasjx@milwaukee.k12.wi.us](mailto:thomasjx@milwaukee.k12.wi.us)>

Tue 7/14/2020 4:23 PM

To: Governance <[governance@milwaukee.k12.wi.us](mailto:governance@milwaukee.k12.wi.us)>

Hello,

Mr. Erick Ivory, a paraprofessional at River Trail called to leave the following comment on the subject of school reopening:

"I just want to say that I prefer the option of alternating days two days on and two days off with Friday for professional development. I would also prefer the September 8<sup>th</sup> start to give more time to prepare. I prefer in-classroom time with students and not the virtual learning, but I'm waiting on a liver transplant and I need to take precautions and have extra time before we start again."

Jill M. Kawala, M.B.A.  
Assistant Board Clerk  
Office of Board Governance  
Milwaukee Public Schools  
Ph: 414-475-8096  
[thomasjx@milwaukee.k12.wi.us](mailto:thomasjx@milwaukee.k12.wi.us)

## Response to Action on the Phased-In MPS School Reopening Plan for the 2020-2021 School Year

Hope O-W <hopeowenswilson@gmail.com>

Tue 7/14/2020 6:25 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello,

I would like to provide input on the above action to be voted on July 16th. I have read through the plan and while I commend the phased approach to students returning to school, there are still some questions left to be answered. Firstly, the plan still had the start dates for schools adhering to the regular start dates for both early and traditional calendars. Yet, this guidance was not provided in nearly enough time to give sufficient rest to teachers and students, preparation for parents needing to find childcare, nor to provide sufficient professional development materials to teachers, parents and students.

I understand that teachers on the early start calendar are counting on paychecks so there should be some considerations to pay them normally and start their PD as a part one of professional development and then use those initial PD sessions as a learning opportunity to craft expedited or continuous PD for the staff on the traditional calendar. This way all students can start on September 8th in an effort to obtain a more synchronous learning environment. Either that or push back the start of the Early start to September 8th and push back the traditional calendar the respective amount of time.

Secondly, the guidelines for when schools are to move into each phase point need to be clearly stated and in alignment with CDC guidelines and best practices.

Finally, there needs to be more consideration for how to address teachers reporting to school buildings. While there are options for people who have medical reasons to not enter the school buildings, the full lockdown scenario needs to be considered in case movement is restricted like it was in March. Additionally in some schools the amount of personnel in a school building is still enough to create an unsafe situation. Overall this plan feels like a good step but a few additional points of clarification would make it even better.

Respectfully,  
Hope Owens-Wilson

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## Parent comments on MPS's proposed plan for fall 2020

Janet Elsbernd <janetschellinger@yahoo.com>

Tue 7/14/2020 3:12 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

To whom it may concern:

I understand MPS is voting on July 16th on a phased in return to schools, which includes the first 30-45 days being fully remote.

This plan will result in many parents being unable to continue in the labor force. As a two parent working family, we rely our children being in school such that we can work. With no family in the area to assist us, one parent will be unable to continue working should MPS continue with the phased approach. The economy cannot continue to reopen if schools remain virtual; there will be a significant loss of the workforce as parents stop working in order to care for, and educate their children.. Why not give an in-person learning option for those who need / desire it, while offering remote for the rest?

Furthermore, if this phased in approach is approved such that schools do start fully virtual, I would like to see district-wide requirements on the number of hours per day an MPS student receives live instruction via Google Meet (or similar video platform). For example, I think it would be a reasonable requirement that each MPS student receives a **minimum** of 1 hour of live instruction via Google Meet (or similar video platform) each day. In the spring, each of my 3 MPS children received, on average, 1 hour of live instruction via Google Meet **per week**. How can you possibly expect children to be receiving a good education if they are only receiving lessons from their teacher for a fraction of the amount of time they would have been in school?

Sincerely,  
Janet Elsbernd  
Mother of 3 MPS students

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## Data

Jenna Chenow <jennachenow@gmail.com>

Tue 7/14/2020 8:15 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Hi!

This interactive map helps to show why going back in person isn't safe yet.

<https://covid19risk.biosci.gatech.edu/>

I also do not think it's safe for staff to attend in person at this point. Even being in a room of 25 people in Milwaukee county has a 55% chance of being exposed to Covid 19.

I also came along this data point:



**Anthony Vincent LeClair**

4d ·

One of the pieces that floored me during our research on opening buildings for school this coming fall.

To do this without fully funding the **#IDEA** and with irresponsibly opaque guidance exemplified verbatim by the following:

"Consider how your LEA will address students with disabilities who refuse to wear a mask"  
That's it. That's the guidance.

And the citation:

[https://reader.elsevier.com/reader/sd/pii/S1936657420300674?](https://reader.elsevier.com/reader/sd/pii/S1936657420300674?token=51EB610B69FCD72BCB5113B5E365BD33CD7B931A46F3AE08B892A436070227519423632377AEFB53354EAB6FE5692DDF)

[token=51EB610B69FCD72BCB5113B5E365BD33CD7B931A46F3AE08B892A436070227519423632377AEFB53354EAB6FE5692DDF](https://reader.elsevier.com/reader/sd/pii/S1936657420300674?token=51EB610B69FCD72BCB5113B5E365BD33CD7B931A46F3AE08B892A436070227519423632377AEFB53354EAB6FE5692DDF)

Unfortunately, research shows that people with intellectual and developmental disabilities (IDD) are more likely to be infected, and more likely to experience serious illness and death from COVID-19.<sup>23</sup> Children younger than 17 years old with IDD were nearly 9 times more likely to contract COVID-19 than children without these disabilities. Initial outcomes show that people with IDD who contract COVID-19 may be 2.5 times more likely to die than those without such a disability.

We need to make sure our students with significant needs are safe.

Thank you,

Jenna Chenow

Sent from my iPhone (sorry about typos!)

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

## Idea

Dentice, Jennie <mcgratjm@milwaukee.k12.wi.us>

Tue 7/14/2020 10:42 AM

To: Governance <governance@milwaukee.k12.wi.us>

Hello, I hope all is well!

First I want to thank you for all the work that is being do eh to tackle this seemingly impossible task.

I was thinking about the astronomical cost to re-opening -even with having students come 2 days a week and teachers 4, (I'm hoping that On that 4th day we could work from home as that's where my technology works best and it's safer at home). The amount of bussing alone is a nightmare of a cost. I was thinking that one way we could save money is to have students stay at home 4 days For virtual learning. One day a week they will be shown how to access any online work and receive materials to do schoolwork at home. We could use bussing to, instead of delivering children from place to place, deliver materials and maybe even a free lunch, once a day . Buses that would normally come to pick up children at the end of the day will instead be picking up materials for the children on that route in bags that were labeled by teachers. Then the next morning instead of picking up children it will be delivering the materials. This might mean actually going up to the door of each house. Any materials that aren't able to be delivered in this way could be picked up by parents after school or mailed. Maybe none of us have to be done if students just come once a week to get those things teachers would have to plan out a weeks work at a time which is something we normally do anyway.

Are there even enough busses available to handle the endeavor of getting kids to school, following CDC guidelines?

I also can't wrap my mind around how we are going to accommodate sick children and staff that need to be tested (especially during flu season) and the classrooms or schools that may need to go into quarantine. What if a teacher gets sick who will take over the planning and the teaching at that point? It seems like eventually we will have to go to complete virtual learning and it seems easier to set the routine of that right away.

Thank you for having the time to read this email,

Jennie Dentice

**Re: Idea**

Dentice, Jennie <mcgratjm@milwaukee.k12.wi.us>

Tue 7/14/2020 1:39 PM

To: Governance <governance@milwaukee.k12.wi.us>

Has there been any talk about maybe looping until we get back to our classrooms full-time? Minus 4K and some eighth grades that are self contained, this seems the easiest way to pick up from where we left off and then continue into the next grade level curriculum. All my online platforms, email groups etc...already set up and ready to continue. Easier to get to business with students and families that already know how to work the system the teacher has set up. Also, knowing exactly what needs to be taught without trying to figure out ability level of new students, remotely.

Thank you for taking the time to read this email, Jennie Dentice

---

**From:** Dentice, Jennie

**Sent:** Tuesday, July 14, 2020 10:42 AM

**To:** Governance <governance@milwaukee.k12.wi.us>

**Subject:** Idea

Hello, I hope all is well!

First I want to thank you for all the work that is being done to tackle this seemingly impossible task.

I was thinking about the astronomical cost to re-opening -even with having students come 2 days a week and teachers 4, (I'm hoping that on that 4th day we could work from home as that's where my technology works best and it's safer at home). The amount of bussing alone is a nightmare of a cost. I was thinking that one way we could save money is to have students stay at home 4 days for virtual learning. One day a week they will be shown how to access any online work and receive materials to do schoolwork at home. We could use bussing to, instead of delivering children from place to place, deliver materials and maybe even a free lunch, once a day. Buses that would normally come to pick up children at the end of the day will instead be picking up materials for the children on that route in bags that were labeled by teachers. Then the next morning instead of picking up children it will be delivering the materials. This might mean actually going up to the door of each house. Any materials that aren't able to be delivered in this way could be picked up by parents after school or mailed. Maybe none of us have to be done if students just come once a week to get those things teachers would have to plan out a week's work at a time which is something we normally do anyway.

Are there even enough busses available to handle the endeavor of getting kids to school, following CDC guidelines?

I also can't wrap my mind around how we are going to accommodate sick children and staff that need to be tested (especially during flu season) and the classrooms or schools that may need to go into quarantine. What if a teacher gets sick who will take over the planning and the teaching at that point? It seems like eventually we will have to go to complete virtual learning and it seems easier to set the routine of that right away.

Thank you for having the time to read this email,

Jennie Dentice

## school reopening plan

Jennifer Robinson <jenniferlhardrick@gmail.com>

Tue 7/14/2020 8:06 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Hello School Board Directors,

My name is Jennifer Robinson and I am an MPS teacher and a parent of two elementary- aged MPS children.

I am in favor of the three stages to reopen the school year as the COVID numbers in our area are on the rise.

However, I am in disagreement that teachers and staff members are required to be in school work in order to complete their job assignments virtually. By doing this the school district is, unnecessarily, exposing their employees by requiring them to work in a building. Our school's ventilation systems are far from adequate to safely contain the virus in one room. Also, there will be passing in bathrooms and hallways. Personally, I have refrained from being in buildings (even with a mask) to less than a handful of times since March. Also, MPS has NOT kept their word on cleaning buildings for summer school staff as they said they would. You have been sent pictures of unclean work environments, let alone the daily sanitation required when there is a building full of adults working.

Also, as Director Baez pointed out in the last meeting there needs to be respect for the employees. This micromanaging is unnecessary and breeds a level of distrust. Oversight of employees can occur virtually and does not need to be in person. If there is a particular employee that is not completing their duties, please address this employee directly. This is the same during any other school year with typical student instruction.

As a mother of two students who attend MPS elementary schools, I am confident they will continue to progress if I am at home to monitor them, as well as do my own work. (Teachers are great multi-taskers!). However, if I need to send them to a costly daycare I will not be able to ensure they are learning.

Please allow MPS staff to complete their job responsibilities virtually as long as students are also learning virtually.

Thank you for your time,  
Jennifer Robinson

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## School Opening Plan

Jodi Delfosse <delfosse@att.net>

Tue 7/14/2020 11:31 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

For as much time and effort that the district has put into creating this plan - it really does not seem to be much of a plan. You've planned to the nth degree, with little to no time left for actual execution and implementation.

I think the science is telling us that the school year will need to be exceptional, and primarily virtual, for the entire year. Rather than creating contingencies - just plan for that.

I'm curious as to what kind of assessment has occurred since March 17. If I were in charge, one of the first things I would do is assess my constituents -- students and staff.

- for students, identifying who - and how many, and where they are located - would require or strongly benefit from in-person instruction due to lack of technology / support / or their specific IEP learning needs
- for staff, identifying who cannot participate in in-person instruction due to their own or a family member's health situation, and who is willing and able to participate in in-person instruction. Assume the rest are able to participate in in-person, but unwilling or reluctant.

The next thing I would do is survey my principals -- while you at the top of the chain may not know "what is the best thing to do", chances are that your school leaders are able to discern a decent way through this for their communities, both students and staff. Find out what their recommendation is for their school community - and as administration - help them make that happen. Even if its different for each school! Help them identify which students really need to be in person, and which teachers are willing to work in-person, and work on creating meaningful groupings and procedures. But the bulk of preparation should be focused on doing virtual learning well.

A couple of additional thoughts:

- One size fits all is NOT the right approach.
- Do not approach this as "how does Mrs Smith have her class of 30 3rd graders on the east side of Milwaukee?" -- it is NOT going to be business as usual, and to try to force that benefits no one and may do more harm.
- Use teachers and staff who cannot be in the building to build learning cohorts online.
- Reserve in-person instruction for those students who really need it because of technology or learning challenges.
- Focus preparation on how to achieve learning virtually -- and how to use the mediated connection points with students to address their emotional needs, fears, concerns, etc.

Use the passion of your staff and community partners and parents to create new ways of learning that capitalize on this unique moment in time!

I am one of the passionate parents willing to be part of the process.

Jodi Delfosse  
Mom of Rufus King Class of 21

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## Recommended Phased In Reopening

Explain the purpose of **Phase 1** and if you already have, I highly suggest that it be eliminated. Phase 1 is already happening as far as no children being in the school building. The school can be completely sanitized this summer and all MPS should start with Phase 2 at the very least.

If Phase 2 is hybrid learning, THREE days should be in school and TWO days at home. We need to get to full on face-to-face with all kids in school. Phase 2 should start with having all kids in school for one day. These baby steps are just that BABY steps. 4 days of that week are  $\frac{1}{2}$  the class and then 1 day is a full class. Our children will be safe, our teachers are responsible.

What would be (in this scenario) Phase 2, all kids return 5 days a week face-to-face as it should be. The schools should be sanitized throughout the day on high touch areas and cleaned nightly, as they should always have been. Students/teachers should have good hygiene, as they should always have been. Students/teachers should stay home if sick, as they should always have been.

Masks. Buying thousands of masks and handing them out (spending millions) will be just like the millions of dollars spent on the one free uniform given to each child. They will NOT work. They will be pulled down and will be hung under their face by their neck. If any of you have children, you know this is a fact. It may be on their face for a couple of weeks – but then they will be down, then by winter, completely off. Again, millions wasted. This is not just a monetary complaint; this is a fact.

If a parent wants to keep their child home because of fear of COVID-19, that should be their option and should have the virtual learning ability. Children need the structure, socialization, proper education from on-site teachers, gym class, friends, memories from school, etc. I need to hear about her day at school, what she learned about, her school life, etc. Kids create individuality being away from parents. Some kids are safer at school, eat better at school. I love my daughter, I love being with her and I am fortunate enough to have the ability to work from home. But that is not the case with all parents. This is more than just COVID-19 that has literally not touched kids.

Please take these notes into consideration and do not have your 3 Phase plan already voted on. That is not fair to parents and the children if you have already made up your mind.



## School Re-Opening Comments

jllucht <jllucht@yahoo.com>

Tue 7/14/2020 9:45 AM

To: Governance <governance@milwaukee.k12.wi.us>

 1 attachments (15 KB)

Recommended Phased In Reopening.docx;

### Caution External Source

Good Morning, I have attached a Word document with my comments for the school board meeting on Thursday. Can you please forward these to the Committee for review. If you cannot open said document please let me know and I will type in email. It is lengthy and I have to type on my phone. If they would prefer me to talk, just let me know and I will register as well. Otherwise I am watching on tv. Any questions, please let me know.

Joni Lucht  
414.588.6308

Sent from my U.S.Cellular© Smartphone

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## Comments to reopening MPS schools

JOSEPH EISENHAUER <joeisen@yahoo.com>

Tue 7/14/2020 10:14 AM

To: Governance <governance@milwaukee.k12.wi.us>

Cc: news@tmj4.com <news@tmj4.com>; tmj4feedback@todaystmj4.com <tmj4feedback@todaystmj4.com>; JOSEPH EISENHAUER <joeisen@yahoo.com>; joeisenhauer@gmail.com <joeisenhauer@gmail.com>

**Caution External Source**

14 July 2020

Good morning Office of Board Governance,

Please consider physically not virtually returning our children to the classroom as other countries have demonstrated that this can be safely and successfully achieved.

When some teachers declare that they will not return to the classroom until there are no longer any new cases of covid, then they are clearly devoid of any reality. World-wide viruses do not work that way and clearly these teachers are proactively part of the problem as they refuse to be part of the solution.

Teachers' unions should no longer protect these bad apples as they only pose to bring about a deleterious effect on the education of our next generation and I contend that they must resign or be let go.

If we consider that "it takes a village" to successfully raise our children, then the village must strive to instill hope and not baseless fear into our children.

Thank you for listening to me,

Joseph Eisenhauer

[Sent from Yahoo Mail on Android](#)

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**Attn: Director Megan O'Halloran**

Joy Foster Steckler <joyfs56@wi.rr.com>

Tue 7/14/2020 12:37 PM

**To:** Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Dear Director O'Halloran,

As an educator who taught MPS students for twenty-five years, I want to give my wholehearted support of Dr. Posley's recommendation of online instruction in MPS schools for the upcoming academic year until it is safe for everyone to return. We owe it to children, staff, contracted personnel such as bus drivers, their families, and the medical community.

Sincerely,

Joy Foster Steckler

3351 S. Pennsylvania Avenue

Milwaukee, WI 53207

Sent from my iPhone

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## School in the Fall

Zielinski, Kaela A <zielinka@milwaukee.k12.wi.us>

Tue 7/14/2020 12:24 PM

To: Governance <governance@milwaukee.k12.wi.us>

Hello,

After hearing the MPS recommendation for fall I want to share with you my thoughts and ask for alterations for the recommendation.

The virtual learning decision was extremely abrupt last school year. Students and parents struggled IMMENSELY with this because they didn't know how. Many of them didn't log into programs on the weekend or at night and the district did a horrible job of communicating with parents about the student resource CLEVER and logging into goggle from their chrome books. MPS elementary students don't widely use email and most didn't know what it even was. While I communicated the best I could with parents it was very hard to set a precedent for online learning.

I am now teaching summer school for MPS virtually and it is also turning out to be a nightmare; documents are not shared correctly to parents, parents don't have emails or speak English to assist, kids are home alone, kids aren't logging in, they need help and virtually its next to impossible. Not even mentioning that kids are laying in their beds, fighting with parents, eating food, leaving to do chores and not coming back....I could go on.

I am asking you to start the school year with kids in the classroom, either part time or at least for the first couple of weeks, so teachers can get to know the new students in their class and set a precedent and expectations for online learning.

- Practice logging in and out
- how to look for assignments
- communicating with the teacher
- gathering the necessary supplies.
- meeting support staff for social and emotional needs
- meeting special education teachers

This is so important to build relationships and figure out what kids need. I will work as hard as I can but I need to get a good base to do this. A complete virtual start would be detrimental to our students and families in Milwaukee,

Please consider my feedback.

Kaela Zielinski  
Academy of Accelerated Learning  
4th Grade, Room 12

## Submission of Written Testimony

Kari Moyle <kari\_kevin@yahoo.com>

Tue 7/14/2020 10:00 AM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

While our family supports virtual learning for the safety of all, we feel MPS should take this opportunity to move to one district calendar starting September 8. There are only four weeks until the early start calendar would begin, not nearly enough time to insure a smooth virtual learning transition.

Our experience this past spring was varying learning due to inconsistencies in what teachers were offering online. A majority of the teaching was left to parents, since several teachers were not offering online lessons. This will be extremely difficult for families with parents working outside the home, limited technology or multiple age children in the same household. How is MPS going to insure the virtual learning experience will keep kids on track for success in the 202/2021 school year? We have great concerns on the whole e-learning experience, with seemingly a long time before Covid will recede in Wisconsin.

Kari Moyle/Kevin Rogers (Parents to 6th & 9th grader's at Golda)

Sent from my iPhone

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**Re: MPS phased reopening**

Kat Wodtke &lt;katwodtke@gmail.com&gt;

Tue 7/14/2020 6:16 PM

**Caution External Source**

Good afternoon MPS School Board,

I'm writing as a concerned Milwaukee resident (53212) and short-term substitute teacher in your district. I wanted to express my support for an education plan that prioritizes the safety of our students, families, teachers, bus drivers, school support staff, and wider community who will be affected by your decision this week. Until I see a plan that puts safety above convenience, I will not be returning to substitute teach in your district. Our school community deserves and demands:

1. No one should not be asked to return to school buildings until the county has reported 14 days straight with no new cases of coronavirus.
2. Paid P.D. time for teachers to prepare for virtual learning.
3. If it is unsafe for students to come to school, it is unsafe for teachers and other staff to come to school. Teachers should be permitted to work from home.
4. Clear definition of the metrics and circumstances under which you believe it will be safe to move into each phase and under what circumstances you would return to a previous phase. Estimating "30-45 days" doesn't cut it.
5. Detailed plans for how the school district will protect its students, teachers, and their families during the hybrid and full-return-to-school phases. How will schools respond when students, families, teachers, and staff in your buildings test positive for coronavirus? Show flu-like symptoms? Get notified that someone they've had prolonged exposure to has tested positive? Will teachers and staff have paid sick leave if they are required to quarantine for two weeks?
6. MPS must provide the supplies needed to keep everyone safe in your buildings and materials sanitized. This includes masks, gloves, water, cleaning supplies, and hand sanitizer for every classroom.

Thank you!

Kat Wodtke

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## Phased re-opening

Katie Mosack <kemosack@gmail.com>

Tue 7/14/2020 8:07 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

To Members of the Board :

Given that we have seen the politicization of this pandemic, please be prepared to announce the specific criteria that will be used to determine when we will move from Phase 1 to Phase 2 and from Phase 2 to Phase 3. This plan needs to be based on public health data and as a parent, I need to have the confidence that the Board will not fold to public pressure and rush toward a full reopening before it is warranted.

Thank you.

Katie Mosack

Parent of MPS K5 student, 7th grader, and 10th grader

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## MPS reopening plan concern from dedicated MPS teacher and mom of MPS students

kim jerabek <kazoom74@hotmail.com>

Tue 7/14/2020 11:13 AM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Good morning,

I have been a dedicated special education teacher in Milwaukee Public Schools for 16 years. I am a single mom and have three young children who have attended Milwaukee Public schools since K4. I have twins who will be in 2nd grade and one starting middle school. The reopening plan indicates that teachers will have to report however students will be online at home. My only option for homeschooling are my parents who have compromised immune systems that haven't been in contact with my children since the pandemic started in March. Unfortunately I will have to pull my daughters from MPS schools and enroll them elsewhere if teachers have to report as I will not have anyone to homeschool them. I'm assuming That I am not alone in this since there are thousands of MPS teachers. In fact I know of 4 other teachers in my building alone have children that attend MPS schools.

I was a dedicated teacher even when schools were online and I was working from home. I don't understand why the plan cannot entail that no one reports until students begin phasing back into the classroom. That will also give the district more time to sanitize and clean the buildings like they should be, which also is a huge concern of mine. Often I read that the schools are being cleaned from top to bottom and they most definitely are not. I worry about the safety of everyone involved, students and staff. I'm afraid MPS will lose dedicated students and staff during this reopening plan. I have only taught in MPS and I planned on staying. I'm not sure I will be able to if the reopening plan goes through and I want to keep my daughters in MPS. I would be sad to pull my children from MPS since it's all they've ever known and I love their MPS school, but it would be my only choice of I want to stay.

Thank you so much,

Kim Jerabek

Sent from my iPhone

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## Parent comments on MPS re-opening plan for fall 2020

Kipp <lurking444@yahoo.com>

Tue 7/14/2020 3:44 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello MPS Board,

I am the father of 3 MPS students. If schools do not have the option for my students to attend in person at the start of the school year (September 1, 2020) it will put significant strain on my family. It will negatively impact my children's education as two of them are very young and don't get much/anything from 'virtual learning'.

It is my strong belief that young children (under age 8) need in-person instruction for as much time per week as possible. While I sympathize with the high-risk teachers who prefer not to resume in-class instruction, surely there is an option for the teacher who are not high risk, or are willing to be present, to instruct the younger elementary students; to practice their profession in the classroom with the children who desperately need education.

Our children's education is one of the MOST essential functions our government can provide. Teacher are essential workers. Please don't sacrifice my children's future by keep our schools shut down or on 'virtual' mode.

Thank you,  
-Kipp Elsbernd.  
father of three MPS students

*“May God be with you and bless you:  
May you see your children's children.  
May you be poor in misfortune,  
Rich in blessings.  
May you know nothing but happiness  
From this day forward.” - Old Irish Blessing*

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## School reopening plan

Dotson Franklin, Latasha <dotsonld@milwaukee.k12.wi.us>

Tue 7/14/2020 10:16 AM

To: Governance <governance@milwaukee.k12.wi.us>

Hello all,

I am sending this email in response to the possible school reopening plan. As a teacher and a parent, I just want to express my concerns.

If we open up with students out of the building and teachers in the building, some of us do have children. Please consider how that would work for us teachers that have children. While normally, our children would be home while we are working, they would be home (my children will as I do not have a reliable sitter, and my mother and father are in the high risk category, diabetic, heart disease, and my mother is on dialysis) so this will be tricky.

I just think for the safety of everyone involved, I think we should all stay home, make it all virtual for the first 45 days with teachers having classroom access. I would even see teachers being in the classroom 2 days out of the week (staggered to help slow the spread).

Please ensure this goes to the board before the Thursday Board meeting. Thank you!

***LaTasha Dotson-Franklin, MBA***

***Elm Creative Arts***

***3rd grade Teacher***

***dotsonld@milwaukee.k12.wi.us***

## Reopening

Latonya Morris <tonya21brown@gmail.com>

Tue 7/14/2020 8:57 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

I feel like the kids are going to fall behind if school don't open! I think you guys should open schools back up smaller classroom sizes social Distance good handwashing & mask!

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

## Mps school recommended school year for 2020/2021

laura wolter <iwill22002@yahoo.com>

Tue 7/14/2020 6:54 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

I have gone over your recommendations for the new school year. I have to say I disagree. My son is going into the 4th grade and has Autism. He's in special education. Was supposed to be doing much more mainstreaming this year. Not only will he not have that opportunity, he will not have the opportunity to socialize which he needs to learn in order to thrive in life. I understand the safety concerns, but at the same time was hopeful of at least some days during the week for in class instruction. He will also miss out on a lot of special services that the school provides that I can't at home. To top that off both my husband and I work full time jobs. I am unable to help my child get online during the day. He can't do this on his own. Therefore we would have to be helping him well into the nights. Very disappointed and stressed about the proposed plan

Thank you,

Laura Nunez

[Sent from Yahoo Mail on Android](#)

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## Phases of reopening

Lisa Wolf <lisabrianna99@yahoo.com>

Tue 7/14/2020 12:05 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

I am a parent that has had children in MPS for 19 years. I absolutely love my boys school. Milwaukee parkside school of the arts is by far the best school I have experienced. But I do not feel that no matter how good a school is that my children would be safe returning this year. I PLEAD WITH YOU TO NOT RETURN TO IN PERSON INSTRUCTION THIS YEAR. for the safety of our children and their amazing teachers and staff it is best that instruction is done virtually.

Thank you so much

Lisa wolf

[Sent from Yahoo Mail on Android](#)

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## Submission of Written Testimony for Paula Phillips

ATTN: Office of Board Governance

Date of Meeting: Thursday, July 16, 2020

**Maria F. Gallegos**

**2425 S.17th St.**

**Milwaukee, WI 53215**

Agenda Topic: Plan for Reopening MPS Schools.

Do Not Support

President Miller and members of the board,

I am e-mailing you today regarding the School Reopening plan for this fall.

The Council of Exceptional Children stated...

*“Great inequities exist in remote learning for young children, students, and families, including access to technology, individualized supports to access virtual learning, and educators who need training and technical support to achieve technology literacy for their virtual visits and classrooms. In particular, we know that students with significant cognitive or intellectual disabilities, severe behavior disorders, and who are deaf or blind have not been well served during distance learning. Infants, children, and youth with medical complications will need specific considerations because these students may still be learning remotely due to medical conditions that place them in the high-risk category, even after the return to in-person instruction.”*

As a parent, I want to advocate for a school reopening plan that takes into consideration diverse needs of families and students raised and brought to light during the COVID – 19 pandemic. As a result, I ask no plan be approved that does not thoughtfully or intentionally address the needs of our district’s special education students. Planning with the needs of the most vulnerable first will ensure not only the physical, emotional, and academic needs of the most vulnerable population are met, but that of the entire district. Therefore, I ask that nothing be approved unless the following items have been considered and addressed:

### **Under all scenarios:**

- Protect the integrity of the IDEA by:
  - Providing mandatory and consistent **professional development** for special education teachers and support staff that is research based, frequently **monitored for quality, fidelity and impact**. Special education teachers and support staff should receive adequate training and support on **creating and tracking IEP goals, establishing and reinforcing data-driven practices to guide teams in creating and updating IEPs, SEL training, and anti-racist training** in preparation for both, virtual and traditional learning. As we know, emergency licensed teachers are disproportionately serving students with IEPs, as a result require the most support and training.
  - **Providing a proactive and detailed plan for distance learning** specifically for our immunocompromised students, who will not be able to return despite the re-opening of schools that will include a plan to provide technology (computers/laptops), hotspots (as needed), and built-in educational software which teachers and support staff have been trained on. Offer training and technical assistance for educators so they can fluently navigate technology and education delivery in a virtual setting. Offer training and technical assistance for families of students so they can fluently navigate technology to support their children, in partnership with educators, in a virtual setting.

- **Comprehensive plan** for how services will be rendered with the imminent return of the virus as is projected by various experts for the 2020-21 School Year. Plan should clearly articulate how IEP goals will be met, monitored, and assessed in a virtual setting, as well as what teachers and parents should do if goals need to be updated. As a parent I believe that MPS and its families would be greatly assisted by a guide similar to the plan implemented by the Chicago Public Schools which can be seen here, [CPS Special Education Guidance](#)
- **Clearly articulated plan with minimal daily NEW instruction** students will receive from staff in a hybrid or remote learning model. This past springs services differed greatly between teachers and schools, where some students received daily contact and some students did not receive anything. This is unacceptable and parents/caregivers deserve to know exactly what they can and should expect from staff daily.

In the case that students return to school, we want to ensure no decision be approved without the following:

- **Staggered Schedule**

- If staggered schedule is adopted. I do **not** support any schedule that does not allow disinfection between cohorts of students. Below are two options to consider that put the safety of our students and staff first:
  - **Cohort A** to attend Monday and Tuesday, **Cohort B** on Thursday and Friday and Wednesday for sanitizing and **professional development** to ensure staff has the training necessary to deliver services remotely, as we were all ill equipped this spring, **OR**
  - **A Week and B Week** (Monday-Thursday), **Friday** for disinfecting and professional development.

I do NOT support the staggered schedule as stated in the outline as it does NOT allow for sanitization and disinfection between student cohorts.

- **Personal Safeguards**

- Ensure that teachers and students have appropriate PPE provided by the district. Shields should be provided for Speech Therapists, speech students and any student and their teachers who rely on facial cues, have sensory issues, or for other reasons cannot wear typical face masks.
  - A clearly written policy on encouraging students to wear protective gear, but under no circumstance should their lack of compliance be used to punish students, suspend students, belittle students, restrain/seclude students or contact the police. Based on the data (See below), students with disabilities are disproportionately suspended, secluded, and restrained and we do not want “mask wearing” to become another form through which students are removed from the learning environment.



- Teaching and practicing hand hygiene and respiratory etiquette. Ensuring classrooms are equipped hand sanitizer or access to a sink with soap, tissue, and necessary cleaning supplies.
- **Environmental Safeguards**
  - Cleaning and Disinfection
    - Quality Control
    - Who is responsible?
    - Cleaning during the day?
    - Plan for when cleaning staff is sick or position is vacant and cannot be filled?
  - Shared Objects
  - Ventilation
  - Water Systems
  - Modified Distance Layouts (desks, spacing, carpets etc.)
  - Signage and Postings
- **Operations**
  - Protections for Staff and Children at Higher Risk
  - Regulatory Awareness
  - Arrival, Dismissal, Bus, Lunch, Passing, Bathrooms, etc.
  - Gatherings, Visitors, and Field Trips
  - Plan for when someone in the building becomes ill and how will families be notified.

In closing, I ask that the board not approve this plan until the aforementioned issues raised are addressed in the school reentry plan.

Respectfully,

Maria F. Gallegos



## Submission of Written Testimony for Paula Phillips

ATTN: Office of Board Governance

Date of Meeting: Thursday, July 16, 2020

**Mayra Franco**  
**2410 S. 18th St.**  
**Milwaukee, WI 53215**

Agenda Topic: Plan for Reopening MPS Schools.  
Do Not Support

President Miller and members of the board,

I am e-mailing you today regarding the School Reopening plan for this fall.

The Council of Exceptional Children stated...

*“Great inequities exist in remote learning for young children, students, and families, including access to technology, individualized supports to access virtual learning, and educators who need training and technical support to achieve technology literacy for their virtual visits and classrooms. In particular, we know that students with significant cognitive or intellectual disabilities, severe behavior disorders, and who are deaf or blind have not been well served during distance learning. Infants, children, and youth with medical complications will need specific considerations because these students may still be learning remotely due to medical conditions that place them in the high-risk category, even after the return to in-person instruction.”*

As a parent, my child was not well served during the school closure and want to ensure this does not happen again. As a result, I ask no plan be approved that does not thoughtfully or intentionally address the needs of our district’s special education students. Planning with the needs of the most vulnerable first will ensure not only the physical, emotional, and academic needs of the most vulnerable population are met, but that of the entire district. Therefore, I ask that nothing be approved unless the following items have been considered and addressed:

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  - **Providing a proactive and detailed plan for distance learning** specifically for our immunocompromised students, who will not be able to return despite the re-opening of schools that will include a plan to provide technology (computers/laptops), hotspots (as needed), and built-in educational software which teachers and support staff have been trained on. Offer training and technical assistance for educators so they can fluently navigate technology and education delivery in a virtual setting. Offer training and technical assistance for families of students so they can fluently navigate technology to support their children, in partnership with educators, in a virtual setting.

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  - Cleaning and Disinfection
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  - Arrival, Dismissal, Bus, Lunch, Passing, Bathrooms, etc.
  - Gatherings, Visitors, and Field Trips
  - Plan for when someone in the building becomes ill and how will families be notified.

In closing, I ask that the board not approve this plan until the aforementioned issues raised are addressed in the school reentry plan.

Respectfully,

Mayra Franco

## MPS fall 2020

Hofschulte, Megan <hofschma@milwaukee.k12.wi.us>

Tue 7/14/2020 1:07 PM

To: Governance <governance@milwaukee.k12.wi.us>

Good afternoon-

I am writing in support of the phased reentry plan for MPS fall classes, which would require virtual instruction until it is deemed safe by medical professionals to reenter schools.

Cases in Wisconsin are spiking, and we are one of the few states deemed to have the highest and fastest rate of increases. Schools are already prone to spreading germs and illness, but with the rate and severity of this illness it would be irresponsible to return to in person instruction until this pandemic is controlled.

At my school specifically, we have many medically fragile students, who either would be unable to attend school (leading to absence concerns) or would be risking their lives to do so. In addition, many of our students require hands on care, which means social distancing would not be possible and would put students and staff at risk.

Point being, we as a state and a nation are not ready to return to in person schooling. We will never know how many lives we will be saving by making the responsible choice to stay home and continue our meal, social service, and educational support virtually it is safe to return in person.

Thank you

Megan Hofschulte, MS, EdS

School Psychologist

Milwaukee Public Schools

*Manitoba Elementary 414-902-8658*

*Whitman Elementary (T) 414-604-7721*

## Reopening plan, questions and considerations.

Michelle Grosso <michellemgrosso@gmail.com>

Tue 7/14/2020 1:22 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

I support the phasing in plan that is proposed but do have a few questions and concerns. I am a teacher and agree that the continued spread of Covid that Wisconsin is experiencing means it is only safe to do virtual learning in the fall. I also understand and agree that the goal is to have students in school where they can learn directly from their teachers and with their peers.

Under what conditions will we move to phase 2? There was mentioned 30-45 days, but if there is a surge in cases at day 40, then we should not reopen. Will it be after zero new cases are reported in Milwaukee? I would like a benchmark that represents improvement not just an arbitrary day for the movement to phase 2.

How will phase two work, where there are 15 students in class at a time when we have countless middle and high school classes with 45 or more students in them? Simple math tells us we would need 3 groups rotating, unless you think a third of parents aren't sending their children during phase 2. My class sizes have been about 36 the last couple years at my current school. I would need 18 kids per day and I already arranged my room (much like the images in the document) that only allow 17 to socially distance - and that's if none of us move.

I read many parts of the 256-page document that mentions how MPS will work to improve communication to parents but I did not see mention of how they will improve communication to the staff. I communicated to parents almost daily but most of what I told them was info I had to hunt and ask for, instead of it being provided by the district to teachers. I can't share what I don't know. I'm especially concerned about the lack of and delayed communication from MPS when it will come to students and staff getting sick and letting those affected know. We as a district need to stop filtering information through principals and SSTs and send it directly to staff. It's like a game of telephone and info gets lost or mis-communications. Why not put it in the Thursday Updates and email it to all staff?

Thank you for your time and consideration,  
Michelle Grosso

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**Attn: Director Megan O'Halloran**

Mollie A. Newcomb <mnewcomb@rkmiplaw.com>

Tue 7/14/2020 2:05 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Director O'Halloran,

The most current scientific research on the transmission of Covid-19 teaches directly against gathering people together for extended periods of time. Cleaning surfaces between uses does nothing to combat the primary cause of transmission, which is airborne. Student adherence to mask-wearing is questionable. Further, even at half capacity, social distancing will not correct for the small classrooms MPS has available, all of which suffer from inadequate ventilation.

Despite the fact that last semester MPS was unable to provide effective virtual learning, and despite the fact that my three MPS students want very much to return to school, I cannot in good conscience send my children to school in any in-person format at this time. It is simply not yet safe to return to classrooms.

I hope that you will consider the cost of human lives over any pleas for "normality". This is a pandemic. It is not normal and it doesn't look like it is going to be normal anytime soon. You must not permit teachers and students to engage in any in-person model. MPS will be a vector for spread of the infection to the larger community. I hate to mention liability when the cost of human life should be enough to persuade. Yet it should be noted that MPS is unprepared to accept the monetary and reputational damages that will inevitably arise from in-person teaching models.

Please vote for virtual-only learning.

Regards,  
Mollie Newcomb  
2987 S. Wentworth Ave.  
Milwaukee, WI 53207  
414-241-7361

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## Fall opening

Patty N <pjnewman123@yahoo.com>

Tue 7/14/2020 6:43 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

PLEASE do not open public schools until this virus is well under control. We are no where near that point yet.

I am a very very concerned parent of a teacher and I am a health care worker. BOTH our jobs are riskier if we have kids all together in schools before the virus is under control or there is a vaccine.

PLEASE, even though this is difficult, think of how difficult it will be if more people come down with this and die.

Thank you,

A concerned citizen

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## Submission of Written Testimony

Rebecca Gilpatric <rebeccagilpatric@gmail.com>

Tue 7/14/2020 11:05 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Hello,

I am a rising senior attending Rufus King High School for the 2020-2021 school year. I read the reopening proposal out of interest in what my education will likely look like next year and I am very excited that so much effort is being put into making this plan as well as possible. However, there were a couple of concerns/comments I wanted to make on some of the points described:

- I would like to address the **sample class schedule** for middle and high school students' virtual learning on page 57 of the PDF. Based on this sample, students would have only *one hour* of instructional time for each class per week, generally a fifth of what is normal. While this is just a sample, and I do hope teachers keep their own classes in mind, I cannot see this working with any of my classes. I plan to take rigorous courses next year, which can barely be covered in 5 hours of teaching per week, much less 1. I am hoping the staff at MPS realize that education requirements would be *extremely difficult* to be met under that plan.
- I also found the proposed budget a bit confusing and unnecessary at points:
  - The budget lists on page 127 that *two* types of masks would be bought for all students: 5 cloth masks per semester **and** 2 disposable masks **per day**. That sounds extremely excessive to me. I, along with most of my friends, have masks of our own to wear and we hope the district wouldn't be wasting money on buying a total of **370 masks each** ( $180 \times 2 + 5 \times 2$ ). I would suggest MPS collect data on how many students would need masks supplied so there is not so much extra wasted. Also, the need for 2 disposable masks per day on top of cloth masks seems excessive. If the budget was adjusted here there could be a considerable amount of money and resources saved. On the subject of masks, I don't understand why cloth masks would require a no take-home policy, as described also on page 127, or why the district would need to pay to clean them. This seems like added work for staff and students with no real benefit.
  - The second budget item that is unclear to me is the proposed spending of \$17,574,050 on **new Chromebooks for every student** (page 125). This, again, sounds like an unnecessary cost. It is my understanding that many schools have Chromebooks for each or most students, possibly that were bought last year for online learning. I don't see why we can't use the old Chromebooks, or only buy the amount that are still needed when distributed. In addition, not every student needs a Chromebook because they have their own computer, and that should be taken into account.

I really hope you read through this as I believe there are a lot of unnecessary costs that, when removed, could **save the district millions of dollars**. I am mainly concerned that my peers and I will be able to not only get by next year, but to learn a complete curriculum that will get us ready for college.

Thank you,



Rebecca Gilpatric

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## 2020-2021 School year plan!

renad jaraba <renad052280@gmail.com>

Tue 7/14/2020 6:08 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello,

I am a mother of 5 that has 3 children that attend MPS! I just wanted to bring to the boards attention that their are many families in the district that do not speak English and did not complete the survey because of this issue. I'm sure most of the surveys that were completed were completed by parents and students that could read, write and speak English! I am just concerned for families that need to do remote learning when the parents and children have no idea how to do this! What will be the plan by MPS for these children to not fall behind? I have no problem sharing my other concerns if you would like me to attend feel free to contact me. I really think this issue needs to be brought up at the board meeting!

Please feel free to call with any questions or concerns!

Renad Jaraba  
414-334-3833

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**Fwd:**

Sharon Awosika <[awosiksm@gmail.com](mailto:awosiksm@gmail.com)>

Tue 7/14/2020 2:42 PM

To: Governance <[governance@milwaukee.k12.wi.us](mailto:governance@milwaukee.k12.wi.us)>

|                                |
|--------------------------------|
| <b>Caution External Source</b> |
|--------------------------------|

----- Forwarded message -----

From: **Sharon Awosika** <[awosiksm@gmail.com](mailto:awosiksm@gmail.com)>

Date: Sun, Jul 12, 2020, 11:01 PM

Subject: Fwd:

To: <[awosiksm@gmail.com](mailto:awosiksm@gmail.com)>

----- Forwarded message -----

From: **Sharon Awosika** <[awosiksm@gmail.com](mailto:awosiksm@gmail.com)>

Date: Mon, Jul 6, 2020, 5:44 PM

Subject:

To: <[chatmapd@milwaukee.k12.wi.us](mailto:chatmapd@milwaukee.k12.wi.us)>

Here are just a few things that need to be looked into and i have no idea who to send this to. 1. loading and unloading regular and special ed busses. 2. Who will wipe down each wheel chair before and after handling. . 3. Separate (6ft) the special ed kids that load/unload buses (most of them sit right next to each other on a bench before being taken to class). 4. Lockers are right next to each other. . Going to and from lunch/classes. (at times it is wall to wall kids) 5. Usually there can be more than 1 student in nurse's office at one time. 6. Keep kids 6ft apart while being fed in nurse's office. 7. Keep kids 6ft apart when walking hall's. 8. Keep kids from congregating in bathrooms, lunch room, halls etc. 9. Keep kids from putting hands in mouth, not covering mouth when sneezing/ coughing. 10. Keep roll towels/soap filled in bathrooms and classrooms. (Staff can call all day long and maintenance will rarely come and do this) at times the night crew will leave only about 2 inches of roll towel and by the time (about an hour) the towel will used up and the kids will be trying to dry their hands on the wet towel. ... no one comes. 11. Some Kids that get lunch in the lunch room will touch a lot of the fruit before they decide which one they want to take. Everyone must punch in their student number before getting thei lunch .... 12. Kids go from class to class who cleans desks before or after these classes. There are so many more things that must be looked into. Please do not tell me to bring this up with someone else ... these kind of things happen in A LOT of schools

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

(No subject)

shellie gagliano <shellieg6517@gmail.com>

Tue 7/14/2020 6:07 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

To whom it may concern:

As a parent I think this virtual learning is absolutely ridiculous. Many other suburban areas are returning to in person classes 5 days a week and as a already failing district it is probably wise to follow suit. Virtual learning was a complete disaster. I feel my kids learned absolutely nothing and it was stressful as a parent. Teachers are getting full to to go online for a total of 3 hours a week while us parents have to stay home or quit our jobs to school our children. I get it teachers prepare lessons to but for the additional 37 hours a week? 🙄 MPs you are a Joke. These other districts are just going to keep moving while once again you let politics get in the way of education. You are lucky there is a housing shortage or many people like myself would be fleeing this district. Thanks for reading..Good luck with your dropping enrollment

Shellie Gagliano

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## What's your action plan to reopen the school safely?

Shivam Bawa <shivam@healthyscreen.ai>

Tue 7/14/2020 7:13 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Good morning to the Board members,

With Trump's administration including Education Secretary Betsy DeVos insisting that schools need to be re-opened soon - I hope you must be prepping up to get students back on campus. Educators want to be back in schools with students they love, but the only way this can happen is if schools are healthy, safe, and improved.

My question to you is - what action plan do you have to comply with local health screening mandate and how would you know if your staff/ students are coming to school healthy? As you know, checking temperatures at the door may be too late. A sick worker or student arriving with a high temperature puts everyone at risk.

Well, we launched HealthyScreen.ai — a service that would help you understand the health of your employees and students every day before they come to school. You would now have a chance to keep someone sick from coming in for the day and managing a protocol for dealing with the individual who may be at risk of having COVID.

In a sense, this is an early warning system for the schools. Essentially, the app allows you to help protect employees, students, and comply with local laws. I would like to meet and show you how it works. What's a good time to connect?

Thanks,



**Shivam Bawa**

HealthyScreen

415-656-8299

[www.healthyscreen.ai](http://www.healthyscreen.ai)

San Francisco

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## School reopening

Gralton, Stephanie <bollowsj@milwaukee.k12.wi.us>

Tue 7/14/2020 12:07 PM

To: Governance <governance@milwaukee.k12.wi.us>

Milwaukee Public Schools Board of Directors,

I am a parent and a Special Education at Milwaukee Public Schools. I would first like to say that I was pleased to see the proposed plan of a phased in school year (starting with remote learning).

I am, however, concerned with retaining teachers and staff. My thoughts and opinions on school reopening changes on a day to day basis as I hear concerns of fellow staff members and parents. I myself voted as a parent to reopen schools with face-to-face learning, however I no longer feel this is an option. I see how many teachers and staff members who are more at risk for Covid-19 do not feel comfortable returning to work and I am scared to see what the schools will look like understaffed.

Many of us our concerned that the current modifications that will need to be put in place to make students and staff safe (schools are not cleaned or ventilated and students are constantly passing on illnesses ie: when the norovirus hit a couple years ago) will not be adequate and I am afraid that many staff members will not return. If this is the case, those of us who are left will be carrying more burden and stress in an already overwhelmingly demanding profession.

I hope that we will begin the school year remotely, with options for teachers to go in (staggered and by choice- so paras and teachers like myself without their own room) safely and those who do not feel comfortable coming in because of health issues, childcare, and other needs have the option to do their job where they feel the safest.

Please, vote for the proposed phased in start but with the option for teachers to work remotely from home. I feel this would help retain teachers and staff who are anxiously waiting to hear a concrete plan for what their life will be like in the fall.

Thank you,  
Stephanie Graton  
Special Education Teacher  
Maryland Ave. Montessori

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## Schools starting in Fall

Guerrero, Sandy <SGuerrero@chw.org>

Tue 7/14/2020 8:25 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello,

We believe a phased in approach is probably the most efficient way to meet everyone's needs and requests. We had a difficult time with our 5<sup>th</sup> grader this past school year working from home. It was very hard to keep to a schedule and not have any teacher instruction. She will be going into the 6<sup>th</sup> grade this fall and I am hoping it won't be an even harder transition for her as she will have more than one teacher. We are also hoping with Zoom, Google Hangout, and Google Duo available the teachers will be able to set up some type of face to face instruction on a daily basis to help the children stay on a somewhat school schedule. With a start time all students would need to log in with the teacher for some instruction. Maybe it wouldn't need to be an all-day face to face but it would be nice to have the students be greeted by the teacher each morning. With middle school we understand they will have more than one teacher and as we think it would be nice to have face to face online learning with each of them throughout the day we know this may not be feasible. We wonder if this could at least happen at the beginning of the year so students know who their teachers are for the year, not just a name.

Thank you for doing everything possible to keep our students, teachers, and staff safe during this difficult time.

Steve and Sandy Guerrero  
Hmong American Peace Academy Parents

*Sandy*

Sandy Guerrero  
Administrative Team Support  
Children's Wisconsin  
Community Services  
620 S 76th St, Ste 120  
Milwaukee, WI 53214  
Phone 414-231-4809  
Fax 414-453-2538

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## Phased Reopening Feedback

Steve Hawthorne <steve@hawthornecoffeeroasters.com>

Tue 7/14/2020 10:23 AM

To: OHalloran, Megan <ohallomm@milwaukee.k12.wi.us>

Cc: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello Director O'Halloran-

I wanted to write to share my feedback on the proposed Phased Reopening Plan. It is my sincere hope that you and your colleagues will consider my thoughts as well as the many others that I'm sure are coming your way. I have three children enrolled at Burdick Elementary (K5, 3rd, 5th grades). We have been part of MPS for two years now having transferred from Downtown Montessori.

First, I want to express that, to date, I have not been very satisfied with the communication that we have received from our school and the district on the subject of COVID and plan for student instruction. I am sympathetic to the challenges that I am certain you have all faced, but feel families were left in the dark for far too long.

That being said, I was very pleased to read the proposed plan for reopening. I strongly believe that it is not in the best interest of our students or staff to resume in-person instruction at this point. I am very comfortable with keeping my children home and helping to facilitate their virtual learning.

I will acknowledge that our family is privileged in the sense that, as small business owners, we have the ability to be flexible with our schedules. We will not feel the impact of keeping our kids at home as hard as some families will. I know that this fact will put pressure on the board to re-open buildings to in-person instruction sooner rather than later. I urge you to not succumb to that pressure and let science dictate when it is safe for our children and teachers to return. Please consider tapping into the great resources we have in this district to address the problems of childcare and access to meals within the context of keeping everyone healthy and safe.

My next request is that the board removes the 30-45 day timeline mentioned in phase one of the reopening plan. I understand this is simply an estimate, but there is no way that anyone can be sure when it will be safe to reintroduce students into school buildings. This decision MUST be driven by scientific data and consultation with health officials. I strongly urge you to replace the 30-45 day projected timeline with detailed scientific criteria that must be met (without compromise) before moving into phase 2. Such criteria exists for the City of Milwaukee, Milwaukee County and the State of Wisconsin. Milwaukee Public Schools should not be different.

It is my belief that one of two criteria needs to be met before children return to the classroom.

1. No new cases reported in the city for 14 days
2. A medically proven vaccine is available and any returning student is required to have received it or given clearance from a medical doctor that they are safe to return to school

In closing, I would like to offer my support to the board, the district or the schools if I might be of service to help solve the issues facing reopening our schools safely. I am happy to be part of a solution that keeps our children healthy. While the pressure to reopen school buildings may be great, the risk of losing even one staff or student life to COVID-19 is 100% unacceptable.

Thank you for considering my feedback and I look forward to a continued dialogue.

Regards,  
Steve Hawthorne

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Steve Hawthorne  
Hawthorne Coffee Roasters  
262.510.1969 (mobile)

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## Proposed plan - public input

Tea Norfolk <tea.bee@gmail.com>

Tue 7/14/2020 2:08 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Thank you for your well-considered plan. I support virtual learning for 30-45 days with the option of extending that time period if necessary. The rest of the plan seems fine, too, provided the number of cases begins to decrease. It may behoove the district to consider optional In-person attendance as part of the phase-in. This would allow for families who do not feel safe returning to continue virtual learning while also providing for smaller class sizes.

-Tea Norfolk

Parent at Maryland Ave. Montessori

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**(No subject)**

The Unique Family Green/ blacksher <kblacker77@gmail.com>

Tue 7/14/2020 11:32 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello will MPS considered cleaning services is based in Milwaukee to provide their services for extra cleaning at MPS

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## 2020-2021 School Year

sorcetom <sorcetom@yahoo.com>

Tue 7/14/2020 3:11 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Greetings,

Let me begin by thanking all of the school board and administrators for your efforts toward determining the safest way to begin the school year. Additionally, thank you for gathering the topics and concerns that plague most students, teachers, administrators, and parents through your recent survey.

As you all know, the number of cases continue to rise uncomfortably and indefinitely. Hopefully, the mask mandate for Milwaukee will start to improve these numbers but where we are right now with the state's Covid 19 cases is truly alarming.

As the school year approaches, my concern has graduated to fear. Fear for my six year old son, fear for the staff, and fear that Covid 19 will continue to find ways to spread in spite of the best protocols and safety measures if children are placed in the classroom prematurely.

As of yesterday, I was to pleased to learn that online learning would be the first step toward beginning the school year.

What I am urging the decision makers to keep in mind is, no matter what plans are agreed upon Thursday, that you all retain the ability to be malleable and willing to adapt protocols as needed. If we start nearing the end of phase 1/online learning and the cases continue to climb, I would hope all plan options are then reconsidered immediately. Staying alive is much better than staying the course.

Again, thank you all for the amount of work you have put forth.

Stay safe and best regards,

Thomas Sorce  
414-238-8197  
sorcetom@yahoo.com

Sent from my Sprint Samsung Galaxy Note8.

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## Board Meeting Comments

zachary shayhorn <zacharyshayhorn8@gmail.com>

Tue 7/14/2020 10:04 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello

My name is Zachary Shayhorn, I believe that we need to open schools right away. you want to keep the buildings closed for god knows how long, and that's just not ok we all have seen how the virtual setting worked out these past few months, pardon my language but it was a complete shit show. I attend Audubon High School and it was just a complete disaster teachers did not keep in touch with students and barely posted any work for us to do. for almost 3 months students had no idea what to do. What really makes it bad is that Audubon already provides chromebooks for students and we had no plan in place. and that is what it is going to look like if we continue in a virtual setting. It's really sad when MPS is the biggest district in the state of wisconsin and other school had plans and you did not, MPS should have been the first to have a plan, MPS have failed their kids for the past few months and will continue that trend if we don't open schools

Thank You  
-Zachary Shayhorn

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**Attn: Director Marva Herndon**

Adam Murphy <acmdotcom@yahoo.com>

Wed 7/15/2020 4:18 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Dear Directors,

Thank you for your dedication to the students of Milwaukee. I encourage you to do the right thing and vote yes to the phased in reopening plan that begins with virtual learning for all. It is the only way to keep staff, students, parents, and the community safe.

As part of the reopening plan, teachers are asked to work from school. Please review this and put in writing that teachers and staff can work remotely. Many of us share spaces within the school and can't adequately socially distance throughout the day. We are professionals and should be treated as such. We can be trusted to complete our duties and responsibilities remotely.

Lastly, it is imperative that there is a definitive timeline for moving into phase two, bringing students back into the building. It is not enough to say that this will happen in 30-45 days. What if cases are still on the rise at that time. We need a firm plan that students will not return to the building until there have been no new cases in Milwaukee for a specific amount of time.

Thank you,  
Adam Murphy

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## School Reopening Plan

Amanda Frazer-Collins <mandakatef@gmail.com>

Wed 7/15/2020 3:44 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

I was pleased to see the plan put forth by the Administration to reopen schools. With the current state of COVID-19, it would be dangerous to students, teachers and staff to have students learning in-person. This plan puts health first.

There are some considerations that need additional thought and action:

1) **Teachers need more than one week to train and prepare online lesson plans.** In reviewing the training plan, there is not enough time to have teachers do all the necessary training in order to provide effective distance learning, plus create lesson plans and work appropriate for distance learning. The district is asking a lot of teachers to prepare and teachers should be paid for this work. Many of the trainings expected to take place within the first 30 days of the school year should happen before the school year starts so that teachers can be fully prepared to provide distance learning to their students. What was offered this spring was a complete failure. While some teachers were supportive from the start, some teachers were MIA until late April. And then what was provided did not always meet the standards set forth by the district. This inconsistency and failure to meet basic standards is unacceptable. By the time there was an effort put into guiding online learning, students had been out of school so long it was a challenge to get them back into a learning frame of mind. For teachers and students to be successful, there needs to be strong lesson plans in place to engage students and everyone involved needs to understand how to use the technology. Without that teachers and students are going to be floundering and that is setting everyone up for failure.

2) **The District should have every school on the Late Start Calendar.** Right now there is not enough time to pull together everything necessary for students and teachers to start classes on August 17th. For the District to be successful, every part of the equation needs time to prepare. There is no way for that to happen in a month. Systems should be fully tested before being rolled out live for the District. As it is, there is apparently a glitch in the new messaging system the District just rolled out, and many parents, including myself, are not receiving messages as we should. This kind of problem needs to be avoided for distance learning. If teachers, parents and students are struggling with the technology, distance learning will not be successful. Kinks need to be worked out and that can't be done in a month. Using the September 1 start date doesn't make sense with the Labor Day holiday weekend happening. To have kids who have been out of school for 5 months, go for 3 days and then have a 4 day weekend, does not give them the opportunity to get into a good

routine. Starting with 4 days and then a regular 2 day weekend would be better to get students back into a school routine. Give teachers and staff the time they need to prepare for virtual learning as a way to set everyone up for success.

3) **What Benchmarks will be used to determine moving to the next Phase?** The proposed plan does not define how the decision will be made and what benchmarks need to be met to determine when it is safe to move on to the next Phase. These need to be developed and included in the reopening plan. Also included with that should be factors that would lead to the District moving back a phase if numbers suddenly start climbing again.

4) **A Plan for how to Respond to a positive test at a school needs to be included.** The proposed plan does not touch on what the District's plan is if there is a positive case at a school or if a student starts showing symptoms of COVID-19 while at school. Will just their class be quarantined? Just their floor? The entire school? If a teacher tests positive and has a spouse or children at another school, will the spouse and children and their respective classes be quarantined as well? The District needs a plan for how to address those situations and it needs to be clearly communicated and handled consistently between schools in order to keep students, teachers and staff safe.

5) **The online training for parents should also include "cheat sheets" so that parents and other caregivers are able to provide support at home.** A big part of this plan requires parents or other caregivers to assist students with the technology necessary to complete the work and participate in classes. Many parents, including myself, are not familiar with this technology and spent the spring winging it and struggling to figure it out. I was happy to see that training for parents and caregivers was included in the plan. However, it will also be incredibly helpful to include "cheat sheets" for parents and caregivers to use as a reference for when we actually need to use the technology. Especially since many grandparents, who are not as familiar with technology, may be assisting younger students with their online learning. With so many programs to use, it is easy to confuse them. If the District can mail out "cheat sheets" to all the parents, that would make this whole process so much easier. And when you consider many parents and caregivers may not have the time to sit through the online trainings, this would be a huge help for them as well.

6) **Accountability.** After the problems of last spring, will there be a clear way for parents to voice their concerns that teachers or administration are not meeting their needs? While I understand the first step is to contact the Principal, what if the Principal is not responsive or the school is not communicating with parents? Who do parents go to in that case? There needs to be accountability and a clear way for parents to make sure their concerns are heard so problems with a teacher or within a school can be addressed.

I am glad the District has chosen the plan it has. Keeping all kids home until numbers look better is a smart move.

Sincerely-

Amanda Frazer-Collins  
521 S 94th Place  
Milwaukee, WI 53214

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## For Thursday's Board Meeting

Amani Asad <amanilasad@gmail.com>

Wed 7/15/2020 7:37 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Good evening,

Regardless of if the decision is made to begin with virtual learning, would it be possible for teachers to return to teach from their classrooms? That would make it much easier to access supplies needed for teachers and gives us resources to scan and upload documents to our students.

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## Reopening feedback.

Andrea Loss <amloss@wi.rr.com>

Wed 7/15/2020 11:19 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

I realize that you are very busy and probably getting countless texts, emails, and phone calls from people with comments about the reopening plan. Here are my thoughts:

I think that the phase in is a common sense approach and will be the best ay to reopen schools.

It is important that all roles and responsibilities are consist districtwide, for example paras, CHAs, librarians, and any other non teacher school based staff need to have job descriptions.

Budgeting will be a major concern at all levels. I think that if layoffs or furloughs are necessary, we need to look at non school based staff first. If a para loses a \$18,000 a year job it will be devastating for that person, but if a CO employee loses 10% of a six figure salary temporarily, they can manage. We always say the classroom is the most important place, let's put our money into supporting students in their classrooms be they virtual or traditional.

Please feel free to contact me at anytime for additional comments

Andrea Loss, 414-412-0118

Lossam@milwaukee.k12.wi.us

MacDowell Montessori paraprofessional

Sent from my iPad

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## Submission of Written Testimony

Angela Quayle <aaquino0414@gmail.com>

Wed 7/15/2020 8:17 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Good morning,

I have a question about how the MPS reopening plan will apply to students with IEP's. When the district closed in March, Specialized services did not provide any services. Does this plan provide clear guidance as to how this will look in the future?

Thank you for your time,

Angela Quayle

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## Reopening Concerns

Ashley Leverenz <leverena@gmail.com>

Wed 7/15/2020 10:08 AM

**To:** Governance <governance@milwaukee.k12.wi.us>; OHalloran, Megan <ohallomm@milwaukee.k12.wi.us>; Taylor, Sequanna <taylors@milwaukee.k12.wi.us>; Woodward, Annie <woodwaax@milwaukee.k12.wi.us>; Peterson, Robert E <petersre@milwaukee.k12.wi.us>; Phillips, Maria Paula <phillimd@milwaukee.k12.wi.us>; Miller, Larry F <millerlf@milwaukee.k12.wi.us>; Baez, Luis <baezla@milwaukee.k12.wi.us>; Gill Herndon, Marva <gillhemj@milwaukee.k12.wi.us>; Siemsen, Erika <siemsee@milwaukee.k12.wi.us>

Caution External Source

Good morning all,

As a special education teacher in a high school, self contained CAU, I am concerned about the proposed reopening plan.

As I understand it, the plan states that these specific classrooms will be required to hold in person classes with their students. While I fully understand the need for my students to be in person for learning, it is completely unsafe for the health of my students, their families, and myself to move forward with this plan. Often times, we have students coming in with illnesses and having to remain school, regardless of nurse phone calls home for them to be picked up; this is in a time that there ISN'T a deadly pandemic plaguing is.

My students are part of the highest needs population in the district. Their disabilities also run with various health concerns which make them highly susceptible to this virus. I don't want to bring my students together just to have all of their germs meshing together, creating an environment for the virus to spread to everyone in the room. Many of my students wouldn't survive COVID-19, and we shouldn't be willing to risk that.

On the other hand, I have a severe difficult breathing at times, due to an undiagnosed medical issue that doctors can't seem to figure out. If a student exposes me to COVID-19, there's no guarantee I would make it through that either. I love my students and job whole-heartedly, but I do not feel safe returning to school until the City of Milwaukee sees a decrease in positive COVID cases.

Please take our students and staffs lives into consideration when making your decision in how to proceed with the fall semester. I do look forward to getting back together with my students, but in person is not the answer right now.

Thank you,  
Ashley Leverenz  
Pulaski High School SPED teacher

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## Concerns for reopening

Candice <candi8908@gmail.com>

Wed 7/15/2020 12:40 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Hello

I need to express some very serious concerns that I have for the many students I have in MPS with this reopening plan and ask the plan to address these concerns. This past year when virtual learning occurred was a nightmare and was to be blunt. First the teachers sent many emails to the parents for the parents to do and respond to and follow up on and as well as information for them to teach the children. Well, when both parents are working and extra hours because I am a nurse how can we keep up with all these emails and information and work 8-10 hours days and then try to come home and perform this teaching and education? They offered one 30 minutes zoom class a week. That is a joke. That CAN NOT be the standard held for teachers to virtual teach kids. 30 minutes a week. That is really a sad stanard that was allowed.

Also it was only the main teacher. No other teachers like Gym or especially special ed teachers did any teaching or worked with the students at all. They sent postcards and wanted post cards in return which is more work for a parent. I have 7 children in my house that all attend MPS and I am on the highest paid best internet plan available to us and still will not support the 7 chrome books or computers working on line at one time. There is nothing we can do at all to get the internet support to provide the online schooling for all 7 kids at the same time.

Next HUGE thing. I have a son who is 11 but has special needs and is in an IEP. He can not read simple statements at all. I can not put him in front of a computer and have him work on simple educational items because he can not read the instructions that go along with it. The sentence that states "add 2 to each group and type the total" What is being asked may be simple and he can do it, but he will not be able to because he can not read the statement that tells him what to do. With both parents working, and not able to be at home to read these sentences or help, what is the solution to get him the support so he doesn't continue to fall behind.

We need to have a plan that doesn't leave kids without support and the people getting pain to do something they are not doing.

This has led me to make an effort to move out of the MPS area and get my kids in a new school district.

Thank you

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## MPS reopening plan

Carrie Haese <clhaese@gmail.com>

Wed 7/15/2020 9:23 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

To Milwaukee Public Schools Board of Directors:

As a teacher who has worked for the district for 12 years I have questions and concerns about the reopening plan for the 2020-2021 school year.

- What is the criteria for moving between the different reopening phases? Is it based on infection rates?

I would not feel safe re-entering my classroom until the city reports no new infections for 14 days. The deaths of students and/or teachers can not be seen as collateral damage of reopening. The safety of everyone in our district should be the top priority. Do I fear that returning too early is a danger to my life and well-being? Yes.

- Are teachers going to be required to work from their school buildings, as they have been for summer school?

Requiring teachers to conduct virtual instruction from their school sites is both dangerous and demeaning. Teachers and other adult staff have the highest risk factor when returning to school; they should not be required to leave the safety of their homes to instruct virtually. One of the most infectious places at our schools would be the staff bathroom, which most of us would have to use at least once during the work day. The restroom at my school has little ventilation, maybe half of the soap dispensers are in working order or have soap, many of the stall doors will only close if you slam them as hard as you can, and the towel dispensers are often broken. My school does not have a modern HVAC system to meet the standards outlined by the CDC, instead it uses unfiltered, recirculated air. What could be the motivation for teachers to teach virtually from school sites? None of my district-assigned, Windows-based technology has a camera, and a Chromebook can not effectively create the virtual content I want to provide for my students. I feel that the motivation for requiring summer school, and possibly fall, virtual instruction at a school site is based on the myth that teachers are lazy and can not be trusted to work remotely. This belief is truly hurtful, as teachers put in hours outside of their scheduled work day to grade and lesson plan. To say that we are untrustworthy and need to be watched is beyond the pale. I hope the Board understands and can impress on the superintendent that it is the responsibility of a school's administration team to engage with all teaching staff to monitor their teaching, whether virtually or in-person. If a teacher wants to return to their classroom for materials or to use school technology, that choice should be their own.

- When schools do return to in-person instruction, how will the district handle the requirement of a 14-day quarantine for teachers exposed to a person with Covid as specified by the CDC? Will teachers be forced to use their sick time if they are exposed to a person at school with Covid?

It is unfair to expect teachers to possibly liquidate their accrued sick time due to infection exposure at work that would require them to stay at home. I hope the Board will continue to pay teachers for their time in quarantine due to exposure at work without penalty.

Thank you for reading my concerns.

Regards,

Carrie Haese

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## Support for MPS School Reopening Plan

Corey Zetts <corey@thevalleymke.org>

Wed 7/15/2020 1:08 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello,

As an MPS parent, I am happy to see MPS prioritize the health and safety of our community's children, families, and teachers above all else. I fully support the move to make school virtual at this time, and phase reopening face to face as it becomes safe to do so.

My only major concern is that MPS listen to the needs of those school community members most in need, especially the special education, IEP, and vulnerable students who do not have adequate support at home and need the resources provided through school. I hope our MPS community will develop appropriate ways to provide for their needs.

Thank you for prioritizing our health and well being of the school communities and for the strong communication and engagement with parents, students, and teachers in determining the course of action.

Thank you,  
Corey Zetts  
Highland Community School parent

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## Submission of Written Testimony

Craig MRKVICKA <craig.mrkvicka@poclain.com>

Wed 7/15/2020 12:31 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello,

Virtual learning for K3-3<sup>rd</sup> grade is a waste of everyone's time.

Please consider opening schools for these grade levels or else just delay the start of school 30-45 days and make it up over the next summer.

It is a struggle as it is to keep screen time down, and now we are adding mostly useless learning that just causes more frustration for everyone.

It is hard to understand how the city is keeping bars, restaurants, and other non-essential businesses open, but wants to keep the schools closed? Seems the exact opposite should be happening.

Appreciate your consideration.

Thank you

Craig Mrkvicka

Parent of MPS 1<sup>st</sup> grader

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## MPS Reopening Plan - PLEASE View

Dawn Waite <dawnawaite@gmail.com>

Wed 7/15/2020 10:41 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

[https://www.youtube.com/watch?v=L83XZNBW\\_Y&feature=share&fbclid=IwAR0gXJjY0O5j59S6yfwlbMcDWaKwaz4ebFfgC3SGPFD0zqFqs5SLjDIAO6U](https://www.youtube.com/watch?v=L83XZNBW_Y&feature=share&fbclid=IwAR0gXJjY0O5j59S6yfwlbMcDWaKwaz4ebFfgC3SGPFD0zqFqs5SLjDIAO6U)

Making kids wear masks is dangerous

Reopen the schools no masks, no social distancing

KIDS have an almost ZERO chance of getting COVID 19 and rarely, RARELY transmit it if they do get it.

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## MPS Reopening plan will result in more losses for MPS

Dawn Waite <dawnawaite@gmail.com>

Wed 7/15/2020 10:30 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Good evening:

**The scientific evidence does not support opening schools in phases.** "To follow the science" is to open the schools on schedule with kids in their seats, teachers ready to teach and no masks or social distancing.

*The losses as I see them:*

Children learning virtually in MPS was a dismal failure - lost learning time can't be gained back  
Children have another 3 months before the possibility of being in school - more lost learning time  
Children have to start nearly 4 months behind (other districts were set up in record time so their kids lost nearly zero teaching time, while MPS waited and waited and waited to do something)  
Children with learning disabilities were not able to access the special one on one instructional care they very much need (Only 1 person reached out to our student ONE TIME since mid-March and it WASN'T the teacher)  
Children are lacking from social engagement which can stall the development of necessary skills.  
Children (many from what I've heard) didn't have access or care to do any work that would have been done in school when the virtual learning occurred - teaching time lost for some of our most vulnerable kids  
Children need to learn that you need to develop courage. For some kids, life can be difficult but with a GOOD education, you can overcome adversity. They're not seeing that from their teachers  
Children (especially young ones) are further deprived of the joys of being in school; being together with other kids their age, learning together, gym, music, art - all lost time now  
Teaching opportunities; "yes, there is a virus going on, but here is what we do to fight against it." "We can get through this, you are strong and courage children!" "Let's practice our cleaning, coughing in the elbow, etc"  
Not giving kids the opportunity to be part of the solution. Kids want to help, let them!  
Teachers that want to be back in the traditional classroom setting are denied that opportunity.  
Parents that will lose jobs come fall as the school will be piecemeal, at best  
Students that will leave MPS as parents realize they can do a better job of making sure their student gets a good education by being at home.  
Students leaving MPS for schools that are reopening as per normal come fall  
Students leaving MPS for private schools that put an emphasis on the importance of teaching over fear-mongering

What is gained by depriving children of the education they should have? For some kids, school is the only light in their lives and they are not safer at home. Some children and families have counted on the meal programs. We've come SO far from reading, writing, and arithmetic. The task for MPS is to educate children. That *clearly* doesn't appear to be a high priority at this time. This virus is *not* easily transmitted by children and those that do get it rarely even have mild symptoms. It's known all over

the world that children *rarely* transmit the virus to adults. Of course, there are some children that may be at risk and some precautions may be needed including virtual learning options. MPS can make exceptions to meet the needs of kids in special situations. The decision to "phase-in" school is not based on science. You either believe the science or act contrary to it. Children should NOT wear masks unless they are at very high risk (and should perhaps be at home then.)

Why not use some of the COVID 19 money to hire additional cleaning staff if the concern really is about virus germs? I've heard many, many times the phrase "it's ALL about the kids" well if that's true, this is the time to prove that.

MPS has the opportunity to turn the failures around. The most vulnerable children in MPS are being discarded in favor of politicizing a virus with an over 99% survival rate. Take this opportunity to do the RIGHT THING by parents and students. **Reopen schools as per normal and get back to the job of teaching children.**

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## Reopening plan

Denise Fields <dfieldsdm1@gmail.com>

Wed 7/15/2020 8:52 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

I like the overall plan. I have a few questions that I hope will be answered during the board meeting.

1. Staff are required to be in the school building. If a staff member tests positive, then what is the protocol that school shut down. Who informs the staff of a positive case? Do others get tested? I want to make sure staff is safe and that there is not a delay in students' virtual learning if staff has to switch to working from the school building to home last minute.
2. What criteria from the health department is the administration looking for before reopening? Positive tests?
3. If open, the virus will not be gone. What if a student tests positive? What is the procedure for that?
4. What happens if the staff responsible for cleaning call in sick? During a regular school year, cleaning is very limited. I do not trust that the building will be cleaned as often as stated.
- 5.

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**FW: NO SPECIAL ED FACE-TO-FACE!!!!!!!!!!!!**

Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>

Wed 7/15/2020 2:24 PM

To: Governance <governance@milwaukee.k12.wi.us>

Add to testimony.

**From:** Taylor, Sequanna

**Sent:** Wednesday, July 15, 2020 12:43 PM

**To:** Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>

**Subject:** Fwd: NO SPECIAL ED FACE-TO-FACE!!!!!!!!!!!!

----- Forwarded message -----

From: "Mickelson, Elise" <[landryer@milwaukee.k12.wi.us](mailto:landryer@milwaukee.k12.wi.us)>

Date: Jul 14, 2020 5:49 PM

Subject: NO SPECIAL ED FACE-TO-FACE!!!!!!!!!!!!

To: "OHalloran, Megan" <[ohallomm@milwaukee.k12.wi.us](mailto:ohallomm@milwaukee.k12.wi.us)>, "Woodward, Annie" <[woodwaax@milwaukee.k12.wi.us](mailto:woodwaax@milwaukee.k12.wi.us)>, "Peterson, Robert E" <[petersre@milwaukee.k12.wi.us](mailto:petersre@milwaukee.k12.wi.us)>, "Phillips, Maria Paula" <[phillimd@milwaukee.k12.wi.us](mailto:phillimd@milwaukee.k12.wi.us)>, "Miller, Larry F" <[millerlf@milwaukee.k12.wi.us](mailto:millerlf@milwaukee.k12.wi.us)>, "Taylor, Sequanna" <[taylors@milwaukee.k12.wi.us](mailto:taylors@milwaukee.k12.wi.us)>, "Baez, Luis" <[baezla@milwaukee.k12.wi.us](mailto:baezla@milwaukee.k12.wi.us)>, "Gill Herndon, Marva" <[gillhemj@milwaukee.k12.wi.us](mailto:gillhemj@milwaukee.k12.wi.us)>, "Siemsen, Erika" <[siemsee@milwaukee.k12.wi.us](mailto:siemsee@milwaukee.k12.wi.us)>

Cc:

Dear board members,

**Teaching students who are lower functioning in a face-to-face format SHOULD NOT HAPPEN!!!** Most of my students would not be able to keep a mask on, never mind keep appropriate social distancing! This is a MAJOR THREAT to the health and well being of everyone involved!!! I did not sign on to risk my life teaching when it is so obviously NOT SAFE TO RETURN TO SCHOOL!!! **If it is not safe for EVERYONE, then it is not safe for ANYONE!!!!**

I believe this is **DISCRIMINATORY to force A VERY VULNERABLE POPULATION BACK INTO THE CLASSROOM** when there is a DEADLY virus epidemic **SIMPLY BECAUSE THEY ARE LOWER FUNCTIONING!!!**

This population has MUCH greater health needs (**ASSISTANCE WITH FEEDING, TOILETING, AND SANITATION**) which will expose everyone in the class to a much higher degree to this awful virus. A mask will NOT BE ENOUGH to protect everyone in the class.

**YOU SIMPLY CANNOT DO THIS! PEOPLE ARE GOING TO DIE!!!!**

**Elise Mickelson**

*Special Education Teacher*

**Milwaukee Marshall**

**4141 N 64th St**

**Milwaukee, WI 53216**

**414-393-2300**

*"There, at the end of the world, you are not what you were born but what you have it in yourself to be."*

-Kingdom of Heaven

*"The Old Man wove the skein of your life long ago. Go and hide in a hole if you wish, you won't live one instant longer. Fear profits man nothing."*

-13th Warrior

## Submission of Written Testimony for Megan O'Halloran

ATTN: Office of Board Governance

Date of Meeting: Thursday, July 16, 2020

**Eloina Zarate Rivera**  
**1542 S. 35 St**  
**Milwaukee, WI 53215**

Agenda Topic: Plan for Reopening MPS Schools.  
Do Not Support

President Miller and members of the board,

I am e-mailing you today regarding the School Reopening plan for this fall.

The Council of Exceptional Children stated...

*“Great inequities exist in remote learning for young children, students, and families, including access to technology, individualized supports to access virtual learning, and educators who need training and technical support to achieve technology literacy for their virtual visits and classrooms. In particular, we know that students with significant cognitive or intellectual disabilities, severe behavior disorders, and who are deaf or blind have not been well served during distance learning. Infants, children, and youth with medical complications will need specific considerations because these students may still be learning remotely due to medical conditions that place them in the high-risk category, even after the return to in-person instruction.”*

As a parent, my child was not well served during the school closure and want to ensure this does not happen again. As a result, I ask no plan be approved that does not thoughtfully or intentionally address the needs of our district’s special education students. Planning with the needs of the most vulnerable first will ensure not only the physical, emotional, and academic needs of the most vulnerable population are met, but that of the entire district. Therefore, I ask that nothing be approved unless the following items have been considered and addressed:

### **Under all scenarios:**

- Protect the integrity of the IDEA by:
  - Providing mandatory and consistent **professional development** for special education teachers and support staff that is research based, frequently **monitored for quality, fidelity and impact**. Special education teachers and support staff should receive adequate training and support on **creating and tracking IEP goals, establishing and reinforcing data-driven practices to guide teams in creating and updating IEPs, SEL training, and anti-racist training** in preparation for both, virtual and traditional learning. As we know, emergency licensed teachers are disproportionately serving students with IEPs, as a result require the most support and training.
  - **Providing a proactive and detailed plan for distance learning** specifically for our immunocompromised students, who will not be able to return despite the re-opening of schools that will include a plan to provide technology (computers/laptops), hotspots (as needed), and built-in educational software which teachers and support staff have been trained on. Offer training and technical assistance for educators so they can fluently navigate technology and education delivery in a virtual setting. Offer training and technical assistance for families of students so they can fluently navigate technology to support their children, in partnership with educators, in a virtual setting.

- **Comprehensive plan** for how services will be rendered with the imminent return of the virus as is projected by various experts for the 2020-21 School Year. Plan should clearly articulate how IEP goals will be met, monitored, and assessed in a virtual setting, as well as what teachers and parents should do if goals need to be updated. As a parent I believe that MPS and its families would be greatly assisted by a guide similar to the plan implemented by the Chicago Public Schools which can be seen here, [CPS Special Education Guidance](#)
- **Clearly articulated** plan with **minimal daily NEW instruction** students will receive from staff in a hybrid or remote learning model. This past springs services differed greatly between teachers and schools, where some students received daily contact and some students did not receive anything. This is unacceptable and parents/caregivers deserve to know exactly what they can and should expect from staff daily.

In the case that students return to school, we want to ensure no decision be approved without the following:

- **Staggered Schedule**

- If staggered schedule is adopted. I do **not** support any schedule that does not allow disinfection between cohorts of students. Below are two options to consider that put the safety of our students and staff first:
  - **Cohort A** to attend Monday and Tuesday, **Cohort B** on Thursday and Friday and Wednesday for sanitizing and **professional development** to ensure staff has the training necessary to deliver services remotely, as we were all ill equipped this spring, **OR**
  - **A Week** and **B Week** (Monday-Thursday), **Friday** for disinfecting and professional development.

I do NOT support the staggered schedule as stated in the outline as it does NOT allow for sanitization and disinfection between student cohorts.

- **Personal Safeguards**

- Ensure that teachers and students have appropriate PPE provided by the district. Shields should be provided for Speech Therapists, speech students and any student and their teachers who rely on facial cues, have sensory issues, or for other reasons cannot wear typical face masks.
  - A clearly written policy on encouraging students to wear protective gear, but under no circumstance should their lack of compliance be used to punish students, suspend students, belittle students, restrain/seclude students or contact the police. Based on the data (See below), students with disabilities are disproportionately suspended, secluded, and restrained and we do not want “mask wearing” to become another form through which students are removed from the learning environment.



- Teaching and practicing hand hygiene and respiratory etiquette. Ensuring classrooms are equipped hand sanitizer or access to a sink with soap, tissue, and necessary cleaning supplies.
- **Environmental Safeguards**
  - Cleaning and Disinfection
    - Quality Control
    - Who is responsible?
    - Cleaning during the day?
    - Plan for when cleaning staff is sick or position is vacant and cannot be filled?
  - Shared Objects
  - Ventilation
  - Water Systems
  - Modified Distance Layouts (desks, spacing, carpets etc.)
  - Signage and Postings
- **Operations**
  - Protections for Staff and Children at Higher Risk
  - Regulatory Awareness
  - Arrival, Dismissal, Bus, Lunch, Passing, Bathrooms, etc.
  - Gatherings, Visitors, and Field Trips
  - Plan for when someone in the building becomes ill and how will families be notified.

In closing, I ask that the board not approve this plan until the aforementioned issues raised are addressed in the school reentry plan.

Respectfully,

Eloina Zarate Rivera

**Eloina Zarate Rivera- Letter.docx**

Loy Zarate <loyzarate112@gmail.com>

Wed 7/15/2020 4:07 PM

To: Governance <governance@milwaukee.k12.wi.us>

 1 attachments (52 KB)

Eloina Zarate Rivera- Letter.docx;

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## SCHOOL REOPENING PLAN

Colunga, Fabiola <colungfx@milwaukee.k12.wi.us>

Wed 7/15/2020 5:55 PM

To: Governance <governance@milwaukee.k12.wi.us>; Siemsen, Erika <siemsee@milwaukee.k12.wi.us>; Gill Herndon, Marva <gillhemj@milwaukee.k12.wi.us>; Baez, Luis <baezla@milwaukee.k12.wi.us>; Miller, Larry F <millerlf@milwaukee.k12.wi.us>; Phillips, Maria Paula <phillimd@milwaukee.k12.wi.us>; OHalloran, Megan <ohallomm@milwaukee.k12.wi.us>; Taylor, Sequanna <taylors@milwaukee.k12.wi.us>; Woodward, Annie <woodwaax@milwaukee.k12.wi.us>; Peterson, Robert E <petersre@milwaukee.k12.wi.us>

Cc: mizialko@mtea.org <mizialko@mtea.org>

Good evening,

I am writing in regards to the school opening plan that was proposed by MPS. I am glad that the safety and health of students, families and staff was made a priority. I am also glad that MPS has proposed to start the school year with 100% virtual learning and phase us in to face to face instruction.

One of my concerns is the possible start of phase 2-hybrid instruction. The flu season occurs in the fall and winter, as stated in the reopening plan, we would start phase 2 after 30-45 school days depending on health and safety guidelines. This doesn't make sense to me because it means we would be returning to school buildings and will be in contact with students when the flu season is peaking. The overlap of COVID-19 and influenza will spread fast only make things worse. I would like it to be taken into consideration what other school systems are doing nationwide. Other school districts across the nation have also put the health and safety of students, families and staff first and have decided to do virtual learning from September to at least January since they have been hit hard by COVID-19 just as Milwaukee has in the past weeks.

I also would like it to be taken into consideration that for this school year we have just one school calendar. Everyone start September 8th that way ALL students receive the same amount of virtual, hybrid and face to face learning and all teachers can have enough time for PDs and to prepare and plan in order to have a successful school year.

Fabiola Colunga  
1st Grade Teacher  
Milwaukee Spanish Immersion School  
414-604-7600



## Meeting for school reopening

HEIDI TINGUE <hatingue@yahoo.com>

Wed 7/15/2020 7:26 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Good morning. I just want to make sure that in the meeting that people are taking into consideration the special needs children and their need for school. There's a lot of special needs children that are not going to progress through virtual learning and I hope this is one big thing that you're also looking at and how to help them also Thrive if they have to do virtual learning in the beginning of the school year. I am writing this because I have a special needs child and I know how hard it will be for him so I hope that there's people that are also taking them into consideration and how we can help them.

[Sent from Yahoo Mail on Android](#)

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**Attn: Director Siemsen**

Jakob <jmill87@gmail.com>

Wed 7/15/2020 11:50 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Good morning,

Please forward this email to all school board directors.

My name is Jakob Millizer. I am a teacher at Reagan IB and a proud resident of Milwaukee. I have had a chance to review the school reopening plan released by administration and I wanted to take a moment to point out a few concerns that I hope you can take into consideration before the board meeting tomorrow.

I am encouraged to see the phased opening schedule and am relieved that we can start fully virtual. However, the 30-45 day timeline for Phase One seems arbitrary and I ask that a firm metric is shared for when phase one ends. I implore you to make those decisions based on facts and data and 14 days of no new cases before reopening seems to be the surest way to keep children and adults in our schools safe.

I do not have children at this time, but I have spoken to colleagues that do. I find that they may encounter an extreme burden to report to school to teach remotely. Please make it a priority that all teachers can choose to teach from home.

While I believe the priority for reopening should be to develop relationships with our students and provide them with some sense of normalcy, I would like to know what the plan for grading is. This is a motivating factor for our students and I hope that conversations are occurring with post-secondary schools on how they will be (or not be) adjusting their expectations of transcripts.

Finally, the sample virtual teaching schedule for high school seems untenable if our goal is to develop relationships with our students. One hour of synchronous learning for each of 8 courses, along with around 3 hours of asynchronous work leaves students with around 32 hours of school during the week. Our students have many responsibilities in their households and paring down the students' schedules to 4 courses per semester and having 2 hour-long synchronous learning opportunities per week would lead to more relationship building and a better balance in students lives. Please give schools the autonomy to schedule their students to best meet their needs.

Thank you for your consideration.

Jakob Millizer  
Reagan IB High School

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## Testimony for special session of board on reopening plan

JANE AUDETTE <yaner@aol.com>

Wed 7/15/2020 11:11 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

**To: Milwaukee Board of School Governance**

**From: Jane Audette**

**7-15-2020**

Good morning,

I am writing regarding the proposed school re-opening plan. I want to thank the administration for proposing a plan that makes the health of our students the priority at this time.

I wish to raise one concern which emerged in reading the plan. That concern has to do with cursory mention being made of the importance of race during this pandemic and Black Lives Matter movement. Though I appreciate that race is mentioned, as well as the racial disparities of COVID impact and the struggles for liberation, the fact that race is only mentioned six times in hundreds of pages is concerning. I am pleased to see that the mentions of race communicate the importance of schools engaging in discussion of the topic with staff and students. This is a critical activity that some MPS staff members have embraced and have been encouraging and implementing for the last few years, with little support from senior team. However, in the professional development plan for this reopening, there is not a single training planned to assure that this work actually takes place, or, if it does take place, is done well.

This is another example of lip service being done to the struggle for liberation from white supremacy culture in our district, without investing any time or resources in actually assuring that change happens. I am hoping board directors will directly raise some questions about this glaring disregard for the suffering of 51% of our enrolled students as we plan a new school year. Where in this document is the Black Lives Matter Resolution manifest?

I am looking forward to listening in tomorrow evening. The community is watching.

**Here is the evidence in the plan:**

**p. 70**

**For Staff**

Establish Community

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

can occur. It is also increasingly apparent that difficult conversations need to be held about issues pertaining to race. Sufficient space, time, and resources need to be dedicated to allowing those conversations to happen.

Intentionally and actively focus on relationship building and community development between and amongst staff, including all levels of administration and building staff. We cannot expect these staff connections to happen naturally.

Presume best intentions of staff during the school closure and as we are preparing to return. It is not fair to make assumptions or pass judgment about staff.

Make yourself visible, available, and accessible to staff.

## Process Emotions

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

Practice self-care; model and encourage self-care for staff.

Be empathetic with staff, they are struggling with personal and professional changes as much as the students (i.e., schedule changes, changes in teaching methods, financial changes, family changes, classroom set up and hygiene procedures). It is unrealistic to expect staff to start this year just like any other.

Recognize that race plays a role in personal experience during the pandemic and racial injustice crisis; and we cannot assume that everyone experienced the same conditions and resources.

Offer reassurance to staff about steps we are taking to keep them safe; remember people with anxiety often need repeated assurance.

Offer opportunities for staff to reflect on change and losses during the pandemic and racial injustice crisis, as well as the impact these events have had on them.

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

## P. 72

### For Students

#### Establish Community

Students experienced a lack of closure from the 2019-20 school year and, with the impacts of physical/social distancing, they were not able to reconnect socially with their peers. For some, this distance may have been a welcome relief and they are anxious about returning to a classroom of peers. For others, this was a very difficult adjustment and they are desperate to be back amongst friends.

Whatever the case, establishing strong, trusting relationships within classrooms and the broader school community will be more important now than ever. It is

important to explicitly teach relationship skills and devote specific time to developing relationships between students and teachers and amongst students. Utilizing cooperative learning opportunities also helps students cultivate strong relationships. It is also increasingly apparent that difficult conversations need to be held about issues pertaining to race. Sufficient space, time, and resources need to be dedicated to allowing those conversations to happen.

Focus on relationship building among students, and between staff and students.

Build in explicit time and activities to let students establish or reestablish peer relationships.

Actively seek connections with students' families.

#### Process Emotions

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

Practice self-care; model self-care for staff and students.

Offer reassurance as needed to students about steps we are taking to keep them safe.

Recognize that race plays a role in personal experiences during the school closure, and that we cannot assume that everyone experienced the same conditions and resources.

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

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

## phased school reopening plan

Jill Wesolowski <wesolowski.jill@gmail.com>

Wed 7/15/2020 2:52 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Greetings, board members

I'm sure you will get much feedback in all directions about the reopening plan. Overall, I think it is about as good as we can do in such a mess of a situation.

Yes, everyone wants to return to "normal" because we miss normal. But if we do that, students and staff will get sick, and some of them will die. I am not prepared to explain to my kindergartener why her teacher, or her friend, or her favorite hall monitor has died of Covid. I would much rather explain why we are having school on the computer until it is safe to return to the buildings.

I think the most important part of the plan is that the phases are tied to community infection rates. If cases of Covid were minimal in Milwaukee, then we could do almost anything with the schools and everyone would be fine. When cases are high, there is no set of precautions that will keep everyone safe. We must stay home, and do our best to learn digitally, until cases are low enough (or the entire year, if that is what individual families and staff prefer).

My spouse (father of above-mentioned kindergartener) thinks that the mask requirement is the most important part. If students and staff are going to interact, then they need to be wearing face coverings. If masks are refused, then back to digital you go. Students and staff have always had to wear shoes to school, now we're adding masks to the dress code.

The idea of truancy needs to be tossed in the garbage can for this year. Basically, students and staff need unlimited sick leave, or they will end up risking everyone's health.

There are no good options for public schools in a global pandemic. You are charged with making the least-worst choice on a menu of terrible choices. My thoughts and hopes are with you.

--Jill

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## SCHOOLS

Jimmy Miller <millerjrj@gmail.com>

Wed 7/15/2020 1:13 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

It would be much safer for all to keep students out of the halls. Have the teachers move room to room, students stay in the same room all day. All schools over seas operate that way, always have & nobody complains. Thank you.

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**



**FW: schools re-opening**Gill Herndon, Marva <[gillhemj@milwaukee.k12.wi.us](mailto:gillhemj@milwaukee.k12.wi.us)>

Wed 7/15/2020 12:27 PM

**To:** Governance <[governance@milwaukee.k12.wi.us](mailto:governance@milwaukee.k12.wi.us)>

Please include this email for sharing to all and inclusion for responses.

***Marva Herndon, Director******District 1***[gillhemj@milwaukee.k12.wi.us](mailto:gillhemj@milwaukee.k12.wi.us)

Phone: 414-651-6340

Sent from [Mail](#) for Windows 10

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**From:** [Joseph Hartlaub](#)**Sent:** Wednesday, July 15, 2020 11:36 AM**To:** [Gill Herndon, Marva](#)**Subject:** schools re-opening

|                                |
|--------------------------------|
| <b>Caution External Source</b> |
|--------------------------------|

Ms. Herndon,

Hello, and I hope that you have had a healthy and safe summer so far. I am writing to you to express my opinions as a MPS parent of two HS students, and a community member regarding the re-opening of schools this fall. I truly hope you read my questions and thoughts and give it the consideration it deserves, because I write this as a Parent, Community Member, former Teacher (16+yrs), former Administrator (14+yrs), Union member, and someone who cares about our future and our children.

I have stated before in previous emails concerns about the MPS staff and their performance during their virtual instruction at the end of last school year. Let me state unequivocally, that there were many MPS employees that did not even show up to attempt to contact students, instruct students or even barely keep in contact with their administrators. I have both personal proof (2 of my daughters teachers did basically NOTHING) and conversational proof that this has occurred. I have a few questions regarding that:

- I would like to know what the district is going to do about this situation for the next school year? I did not see any area on the document that addressed that issue. Maybe this is an area in which you can lead us as a city to hold all employees accountable for employment standards that allow our children to learn and grow.
- Even though you have been reluctant to express to me any tangible or actionable opinions about keeping teachers engaged, do you have any ideas on how to keep teachers actually doing their jobs virtually and/or in a hybrid situation?? I believe that a teacher who cannot conduct their work they should be layed off or off with no salary and collect unemployment. They should NOT be given a full salary to NOT do their job.

Also, I have questions about where and when staff will be giving virtually instruction to students:

- Are staff going to be told they must conduct virtual instruction from their classrooms at their physical school using school based technology and having on-site support?? To allow staff to work from home is a big mistake for two reasons, it is safe for administrators and other staff to be in the schools, so it should it be for teachers alone in their classrooms. Secondly, it allows for support both in technology and pedagogy to be on-hand and available. Leaving teachers to use their own WiFi etc, is a built-in EXCUSE for them to not do their jobs they are getting paid to do.
- Are Administrators going to be allowed to do their jobs and observe those teachers in how they are planning and conducting instruction to allow for ongoing improvement from collaboration and evaluation? Having on-site supervision is EVERY employer's right to ensure they are getting their workers full participation, effort and allows for supporting teachers to get better and/or overcome deficits in their instruction. Not allowing Administrators to come and go as they please within the evaluation function of their jobs is deplorable. The Union has already pushed back on this and are fighting against the Administrators doing their jobs. Please check on this – and if I am wrong call me a liar!! Ask Principals, Labor Relations, even the union what there stance is on Admins coming into virtual classrooms and evaluating.

Finally, I would request you review the amount of time given for different grade levels for instruction, time with students and work.

- I read the document for re-opening to say that Kindergarten teachers only have a very small amount of time with students at a minimum. 2.5 hours a day(is how I read it). How can we pay a teacher a full salary as a teacher of children when they only have 2.5 hours a day contact with students when it is normally over 6?? I believe the district and/or the Board should review these projected times and amend it to reflect

a FULL work day. I know they will not be able to spend 6+ hours online with students, but really 2.5!!

In closing, Ms. Herdon I know you have said that you work for the children of Milwaukee, and hold their best interests to heart, I ask you respectfully to make the teachers teach, make them earn a paycheck, allow administrators to hold teachers accountable, and not allow their union continue to run the district through some of the Board members who are former union officials and members. PLEASE keep an open mind about my ideas and consider them as at least talking points as the district and Board move forward in this most trying of times. Our children, my children who live in your representative area need you to ensure they get an education. Thank you for your time.

Joe Hartlaub

Greenwood Tr,

Milwaukee Wi

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## Submission of Written Testimony

Garcia, Julie A <boninja@milwaukee.k12.wi.us>

Wed 7/15/2020 4:19 PM

To: Governance <governance@milwaukee.k12.wi.us>

Good morning!

I understand that we have to consider safety and health of all, but I am so considered about the little ones that I work with. I have taught Kindergarten for 21 years. This experience of virtual learning has just left me heartbroken! I was not able to reach all of my students with paper work or virtual learning or Zoom meetings. Some students left in March and I know that there was no work done at home. They were even given a computer and they never logged in. Parents were not responding to any form of communication. I just worry that come Fall students are going to fall further behind. Kindergarten (K4 and K5) is all hands on! There is nothing I can do virtually that will help them progress. Even if I send work home, if parents are not around to sit with them it will not get done. Then summer has basically extended! I believe that Virtual learning is fine for older elementary and middle and high school, but not K4-3<sup>rd</sup> grade. These students need to be in school! If this happens that at least in my school we could be more spread out. I also worry about some days in school and some days at home. Parents are working and then what will happen for child care? Parents will still send their child daily because they either don't understand or don't have another choice. It's just like staggered attendance. Kids still come all 3 days! If we have ½ days, do we then offer our camp as childcare for those students that need it?

I hope the school board takes everything into consideration and not just group us all as a whole! Certain grades need certain accommodations, just like students do!

Thank you

## Fall 2020 School open proposal

Kate Fowdy <notkatie14@yahoo.com>

Wed 7/15/2020 8:32 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

To Whom It May Concern:

I want to show support of the opening plan for Fall 2020.

I am happy that all virtual was chosen and I hope this passes since this feels like the safest option. I hope MPS will be VERY conservative when choosing to move forward to stage 2. If things haven't changed drastically, we should stay at stage one for the entire year. I would rather children "fall behind" but stay healthy.

The only thing I appose is the mandate that teachers need to report to a building. This will be impossible for some single families and families who have two parents who have to leave the home to work. Teachers should be able to work from home so their own children have a safe at home learning environment. There is NO reason that teachers need to put themselves at risk by reporting to a building every day.

Thank you in advance for considering my comments.

-Kate Fowdy  
1824 E Nock Street  
Milwaukee, WI 53207

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## Submission of Written Testimony

Kate Halfwassen <kate@halfwassen.com>

Wed 7/15/2020 10:59 AM

To: Governance <governance@milwaukee.k12.wi.us>

Cc: brent@halfwassen.com <brent@halfwassen.com>; kate@halfwassen.com <kate@halfwassen.com>

**Caution External Source**

Hello,

Regarding the MPS Reopening Plan: This proposal is extremely frustrating to me and I am strongly opposed. Please reconsider and instead move directly to Phase 2, which is more in line with what daycares are currently providing! Here are my concerns:

1. Our children have been attending the COA daycare since June 23. The daycare has strong anti-COVID procedures and is operating at 50% capacity. I cannot understand why our daycare, which also serves meals and provides in-person instruction just like MPS, can be open now, while MPS cannot!
2. I am the parent of a 7- and 5-year old, rising 2nd grade and rising K5 students. Online schooling for them does not work well, because their attention spans cannot handle being on a screen for more than 1 hour at a time. Further, they are not able to type, so they cannot communicate well without the direct help of me as a parent.
3. While I was impressed with the level of curriculum their school, Milwaukee French Immersion, supplied during the last trimester, the curriculum was very hands-on, and needed direct parental support. This makes working from home full time, as my husband and I both do, nearly impossible!
4. Last but not least, the hardest part for my kids was not being able to interact with their friends. They love being with their friends at the COA daycare over the summer! Taking this important interpersonal aspect away from them again is unnecessarily damaging.

This decision is extremely frustrating to me. Please reconsider. The proposed Phase 2 plans are what MPS should consider doing immediately, so that those parents who want and need their kids to be in school can do that.

Thank you for your consideration,  
Kate Halfwassen  
kate@halfwassen.com

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## School reopening

Kathy Hernandez <jk.hernandez09@yahoo.com>

Wed 7/15/2020 9:50 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Good evening,

I wanted to express my concern and comment(s) related to school reopening. I have 2 kids that go to MPS school. While the last semester of the last school year was possibly a trial with virtual learning, i dont think it was effective enough. I expected the teacher to give a live lesson to my children instead of just a quick hello, this is what you have to do and do it. The meetings they both had we not even 1hour long. I am a working parent in healthcare, i dont have the luxury of staying home to help my kids. I dont teach the way teachers teach now a days. I cant come home everyday to then explain how to do the work the teachers threw at them. I want my children to be safe and am hesitant to have them go in person. But also hesitant that if i opt to have them do virtual learning they will not get the full experience/lesson plan they need to get. I ask that if virtual learning is considered teachers find a way to do live lessons with the students. If they have to go in, schools and staff ensure the safety of the kids. Do deep cleaning once a week at least, schools also spend on cleaning materials for the classrooms not solely rely on parents to bring things in. Make start and end times reasonable for the working parents.

Thank you,  
Kathy

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## 20/21 School Year Plan

Katie Grabowski <katiehd@gmail.com>

Wed 7/15/2020 12:37 PM

To: Governance <governance@milwaukee.k12.wi.us>

Cc: Miller, Larry F <millerlf@milwaukee.k12.wi.us>; Peterson, Robert E <petersre@milwaukee.k12.wi.us>; Taylor, Sequanna <taylors@milwaukee.k12.wi.us>

**Caution External Source**

To Whom it May Concern:

I am an MPS parent of a K5 student at Lloyd Barbee Montessori who is also a special education student. I am writing in support of the three phase plan for reopening school this coming year. I do have a few concerns to address however:

\*Two calendars: Students and teachers on early start do not have adequate time to prepare once decisions are finalized. Students on early start will be doing more virtual learning by starting earlier if/when transition to hybrid occurs as it should happen across the board.

\*There must be clear benchmarks for transition from one phase to another based on Covid data and scientific/health department recommendations.

\*Students with IEPs must have better access to therapies and direct, 1:1 instruction from therapists and teachers during virtual learning.

\*Specialized programs like Montessori, immersion, etc... must have time to collaboratively roll out virtual learning that is consistent from school to school. This cannot be done on two calendars and with only one week of paid time to prepare.

\*Staff should have the option to work from home or from their classroom during virtual instruction.

Thank you for your consideration and for working hard to create the best learning environment for our children in these challenging times.

Katie Grabowski  
1930 N Cambridge Ave, Milwaukee, WI 53202

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Sent from Gmail Mobile

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## School opening

Laura <lbreikilt@yahoo.com>

Wed 7/15/2020 9:26 AM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Hello! I wanted to share my concerns for the opening of school and students physically being in the school. I know I am not alone in my concerns. This is a heavy topic with many other families. Believe me I want normalcy as much as anyone, but this time calls for more patience and consideration than is being shown.

This virus is threatening death, and to uncertain victims. There seems to be no rhyme or reason to exactly how we all can be safe. Too many variables for students and staff. Yet the reopening of school seems to not hold that very important fact at heart. It feels more like the students and staff are being played as a number in this fatality rate. To bring these teachers and students together physically is simply unreasonable and UNKIND. It is irresponsible to assume that the proposed plan is going to keep anyone safe. So two days a week my children and the staff will be subjected to potential infection?!! Shame on that. We are ALL important and this numbers game is ridiculous and pushing many to consider homeschooling. We all have had to make huge adjustments. This is not the time to lose sight of reality. I am very aware that there are plenty of individuals and families who do not feel that the precautions of masks and hand washing are necessary. This is horrifying. Those families obviously exist in MPS, the results from the questionnaire prove this. Plus I have heard and seen how some families have responded to the pandemic and some are acting like it's a joke. Those people will be blended together with those families who may have compromised health. Our family being one of those who is at risk for death upon infection. It only takes one accident to cause a landslide.

This idea that any students and staff will be safe is absurd. Irresponsible.

This is a world wide pandemic. People everywhere are having to consider ways of life that stretch way beyond the learned norm. That is just the way it is. We should be reaching out to much smaller options for education and safety.

Not bringing groups together in a huge school. It is absent minded to employ that there will not be accidents and honest human errors.

This transition has been hard for many families. I lost my job and still waiting for unemployment. There are thousands of individuals still waiting for Wisconsin to pull through. But this does not mean desperation. Wisconsin has failed miserably for many and now the MPS system is following behind. I will not be planning to follow the schools curriculum if in fact we will be physically sending students and staff to school. Virtual is a less than favored option, however it's the only safe option and I can not believe the alternatives are being considered in such a bright light. There needs to be more focus on outreach groups for those families who need the physical support and those who can sit tight longer should be able to. STAFF INCLUDED! This puts them at serious risk. I trust and love my children but it's a wild world and accidents are guaranteed ! The only guarantee in fact. I will not put my family, friends, and staff at risk.

I understand the proposal stated that this all dependent on where the dust settles in fall. Well take a look at the rest of the world and you will see nothing is calming down. I encourage you to explore options that have not yet been explored. We have way too many minds on board to not be able to come up with a better solution . I feel like people were hopeful when the questionnaire came out. Many families have voiced to me that they wished they would have answered the questions differently and are now not feeling well with the students going back.

We are all eager for change. What will this change look like? Is it the best we can do?

Best of health and happiness,  
Laura Beno

Sent from my iPhone

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## Message to Megan O'Halloran MPS Reopening Plan

Lauren Eierman <lauren.eierman@gmail.com>

Wed 7/15/2020 1:58 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello School Board Member O'Halloran and MPS School Board,

I am a School Counselor at Reagan High School and resident of the 8th district. I wanted to share my feedback regarding the proposal for school reopening in the fall as I know the board is reviewing the plan and making a decision at your meeting tomorrow. I am very regretful that we are not able to return to school in person but know that the proposed reopening phases are the right thing to do in the current public health pandemic for the safety of our students, families, staff, and community. I applaud the district for prioritizing safety even though it is a very hard decision.

A few pieces of feedback:

I would like to know how we will move between the phases, I believe there should be predetermined, clear cut criteria that will need to be met before we move to Phase 2 and Phase 3 and when a reversal would take place.

As an IB school, Reagan has additional considerations for scheduling. I think schools should have the autonomy to adjust the recommended schedules to the needs of our student population.

I would like the option to work from the school building even if students are virtual. Things like a desktop, second monitor, and printer are not available to me at home and increase my ability to effectively work with students. However, I would also like to support my coworkers who have childcare considerations who would like to work from home. Some version of professional flexibility would be greatly appreciated!

If and when students do re-enter the building, access to free and convenient testing for staff will be very important and I hope the district has a plan to offer or coordinate with a testing provider for this purpose.

Finally, I wanted to underline the role I believe School Counselors have in the support of students in a virtual learning environment. My counseling team and I have already started brainstorming effective ways to provide support our caseloads of students after our experiences this spring and know our role will continue to be vital along with teachers, other building support staff, and administration in supporting our students' academic, social/emotional, and planning success virtually or in person.

Thank you for taking the time to read my thoughts and for your work on behalf of the students of MPS!

Best,

Lauren Eierman

School Counselor at Ronald Reagan High School

District 8 Resident

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## Questions/Concerns on Re-Opening Plan

Lauren Simmons <ljsimmons08@gmail.com>

Wed 7/15/2020 8:36 PM

To: Governance <governance@milwaukee.k12.wi.us>; Phillips, Maria Paula <phillimd@milwaukee.k12.wi.us>

**Caution External Source**

Good evening, Superintendent Posley & School Board Directors,

I wanted to take a moment to first thank you all for your hard work and dedication, as we all work through navigating these strange times. Our world is not anywhere that we thought it would be seven months ago, but here we are. We are all facing difficult decisions for the safety and well being of our families and communities. The decisions that you all are facing regarding the re-opening of our schools this Fall are difficult, and I appreciate you taking time to hear stakeholders' thoughts and concerns.

With the release of the re-opening plan from Administration this week, I took a moment to reflect upon its contents, as well as where we are as a community, particularly where we are in the pandemic and protecting ourselves community-wide. We have seen increases in positive cases of CoVid in recent weeks, even as our communities look to re-open. I encourage you all to follow the science - not the politics - to implement a safe, sound re-opening plan. We owe our teachers, staff, students, and families this. There has been so much uncertainty, we should work to provide a plan that works best to serve our school communities.

Below, I have provided questions and concerns for various aspects of the plan.

General concerns regarding the plan:

1. For Phase 2 with the hybrid approach to instruction, the plan does not provide information on whether there will be an option to continue full virtual instruction if preferred. Was this an oversight in the development of the plan? Will our families that feel it best to continue virtual instruction be able to continue that method of learning? Or will they be penalized for not participating in the hybrid plan?
2. What criteria will be used to decide between the various phases? Will the district rely upon the science to help guide the re-opening plan implementation, or follow pressures from government officials?
3. Since the plan is to intentionally begin the school year virtually, ample time for PD and preparation for our teachers, staff, and families is critical, so that we do not have the disparities that many faced in the Spring. A single calendar, with a September 8 start provides us with the opportunity to ensure that EVERYONE is prepared, and not scrambling to figure out how to create a Google Classroom or obtain necessary tech. To start school in haste, just to get everyone back to school, is a disservice to our teachers, staff, students, and families. I want the virtual experience to be significantly improved for all this Fall.
4. What happens if we make it to Phase 2, and then there is a mandatory shutdown of in-person instruction? Do we start from scratch?
5. What are the plans for testing and contact tracing should a student, teacher, staff, etc. test positive when in-person (Phase 2 or 3)? Do we send all parties home to self-quarantine? Do we send for testing? If testing, who pays for that?

6. Should families elect to remain fully virtual for the year, will they lose their spot in their school? Or will their spot remain for them for the 2021-2022 school year?

Concerns regarding our teachers:

1. Do teachers absolutely have to report to school to teach, or can they elect to work remotely? If so, how do we support our teachers who have children in the district that can not attend school because we are in Phase 1, or the virtual days of Phase 2?
2. In the Phase 2: Hybrid and Phase 3: Return to School with virtual option, how do we support our teachers? Do teachers in the classroom also teach those in the virtual instruction? Do we have virtual specific teachers for those phases?
3. For early start schools, is one month enough time to really get our teachers and staff fully trained and obtain all of the tools necessary for effective teaching to take place?
4. Holding our teachers accountable is a must. Many teachers rose to the occasion in Spring, but many others floundered or ghosted their students and families. This is not equitable education. We need to make sure our teachers are fully trained and are readily equipped to effectively teach our children.

Concerns about equitable and special education:

1. We need to make sure that all students, especially our most vulnerable, have equitable access to internet, technology, and learning opportunities. Will you ensure internet access and technology to all students? How will this be implemented? Will you be having each student receive a Chromebook, as opposed to this past Spring when it was one Chromebook per family?
2. How do we best implement special education in these plans? Do you plan to find the best way to implement a safe return to school for services? Students within these programs should be a priority for return to school as we move through various phases of the plan.

Concerns about specialty programs:

I understand that there have been many working groups focusing on this work, but these are still concerns of mine until I see those plans.

1. How do we support our Montessori programs throughout the district? Many students, particularly those in primary/Children's House and elementary levels depend on work materials in the classroom. How do we provide these to our families when conducting virtual instruction?
2. How do we best support our specialty classes - art, music, physical education - in a virtual setting? Are we foregoing those programs this year?
3. For immersion programs, how do you see students experiencing the immersion education that themselves and their families signed up for? What does that implementation look like in remote learning?

I know that I am missing items here, but there are just SO many components, as you all know, that go into planning for the upcoming year. This year will not be the typical school year, but we have an opportunity to do a lot of good with the right approach to education. Please take my thoughts, and others, into consideration as you work to finalize the re-opening plans. As with all school board decisions, inevitably we will all not be happy, but do the best that you can do, while taking into account the health and safety of our educators and families.

I look forward to hearing your discussions of these (and more) during the special Board meeting this week.

Be well,  
Lauren Simmons

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## Virtual/ in person Occupational Therapy Concerns

Zurowski, Lauren <zurowslc@milwaukee.k12.wi.us>

Wed 7/15/2020 11:28 AM

To: Governance <governance@milwaukee.k12.wi.us>

Hello,

I am an Occupational Therapist at MPS, and I am currently working ESY doing theletherapy. I have found that it is beneficial to some students, but not others. I have found it is challenging due to lack of parent participation and preparation, the student does not have the visual/ cognitive attention or severe physical disability to participate, and limited availability of materials to use for therapy.

If we are moving forward with conducting teletherapy to the majority of students on our caseload, how are we going to provide materials to the families? Many times when we are working with students, we need to adapt their tools such as providing them adapted scissors, pencil grips, slant boards, etc. When these things come up, how will we access and deliver these materials to families throughout the school year? Another consideration is that we also need to have the same materials we are providing to families, due to modeling the activities through the screen. Is there funding to provide therapists and families fine motor materials, adaptive equipment, etc? And a system put into place that we can continue to deliver equipment/ materials needed throughout the school year.

All of my parents are completely overwhelmed by the large amount of papers/ materials provided to them at the beginning of the month. A lot of my session time is spent giving parents time to find the sheet of paper they need, in the stack of 50 that they haven't had time to go through. This also relates of another difficulty of parents not checking the google classroom before hand to find the materials needed prior to the session. I think we only need to be delivering items that the parents need WEEKLY, instead of giving them an overwhelming amount of materials at the beginning of the school year. By giving them less and more specific materials each week, I think this will improve the chances of parent participation and preparation prior to therapy sessions.

If you would like any more insight on feasibility of virtual therapy for students, please reach out to me. I would be happy to add my thoughts and experience to the discussion.

Thank you,  
Lauren



## Submission of Written Testimony

Linda Barnes <lindaerodriguez@yahoo.com>

Wed 7/15/2020 10:20 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Hello,

I believe that the option to attend school every other week is the best option. Kids and staff should be required to wear masks. Now if this is the case, then all schools need to have better ventilation. Many schools are either too hot or too cold. Wearing a mask all day and there being poor ventilation and heating can cause additional health issues. To help avoid any type of spread, students should be required to sanitize their hands before entering a classroom and once leaving. Also, Lysol wipes should be provided and have the students wipe the desk after each class. This way, when the next group arrives, the desks are cleaned.

However, it's also a good option to allow parents to send their kids to school if they chose to, in the case they don't have child care or anyone to watch over their small kids.

My one concern is that many kids don't have resources or food at home. So if you do decide to mandate virtual learning either for the beginning, partial or entire school year, how will the kids get their meals? The pandemic ebt is no longer an option and many parents either don't have transportation or a way to pick the meals up. This is something to think about since not all families make the income requirement even though they may be struggling.

Thank you!

Sent from my iPhone

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## MPS Plan Input (Please Read)

Linda Womack <lwomack62@yahoo.com>

Wed 7/15/2020 12:52 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

To Whom This May Concern,

It is "very important" that Virtual Teaching across the board be consistent with each school if not the entire system. My past Virtual School experience was not consistent and my grandchildren children were struggling because the teacher was not always present. My grandchildren attends two different schools and the Summer Academy was "**MUCH WORSE**". If the teachers teaching Virtual are teaching Part Time or Casual they should be paid Part Time or Casual Pay. There must be away for the Teachers that are not performing appropriately with their attendance and class participation, to be monitored to make sure they are "TEACHING"!!!! Virtual school should be a collaborative effort between the Student, Teacher and Parent! Parents should not be or expected to be the "TEACHER"!! We need teachers to work with us and to be committed to teaching our children. The Phased Plan will work, if we work the Plan! This has been an across the board bad experience, not just within one school but within one system of many schools. There are some teachers who are doing job and who remain committed to teaching. There are others who are taking a COVID approach, avoiding their students. The students are nit contagious on the computer. Interact with them, your students need to see you.

### **PLEASE In order for the Virtual System to Succeed each "school" or the entire MPS System to be:**

Consistent with which method students log into class each day. (Classroom, Zoom, Link, etc.)

Consistent in how attendance "check In" for the Student is taken each day.

Consistent in how the attendance for the Teacher is monitored each day.

Consistent with starting class "on time" each day.

Consistent with breaks during virtual class time.

Consistent with updating Parents/Guardian via the Portal when necessary.

Consistent with being creative with different methods of engaging students and interactions.

Consistent with expecting participation from students each day, and follow up if they are not in class.

**Consistency should be more POSITIVE and than NEGATIVE!!!!**

**We must add a positive view back to our MPS System, our children are struggling!**

**Parents are SCARED for our children's future!!!**

**COVID should not "kill" our Children's future "please help us"!!!!**

Thank you,

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## FW: Updated Return to Work Concerns

Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>

Wed 7/15/2020 2:33 PM

To: Governance <governance@milwaukee.k12.wi.us>

Add to the testimony.

---

**From:** Taylor, Sequanna

**Sent:** Wednesday, July 15, 2020 12:55 PM

**To:** Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>

**Subject:** Fwd: Updated Return to Work Concerns

----- Forwarded message -----

From: Elizabeth Kremer <[ekremer@me.com](mailto:ekremer@me.com)>

Date: Jul 14, 2020 1:36 PM

Subject: Updated Return to Work Concerns

To: "OHalloran, Megan" <[ohallomm@milwaukee.k12.wi.us](mailto:ohallomm@milwaukee.k12.wi.us)>, "Taylor, Sequanna"

<[taylor@milwaukee.k12.wi.us](mailto:taylor@milwaukee.k12.wi.us)>, "Woodward, Annie" <[woodwaax@milwaukee.k12.wi.us](mailto:woodwaax@milwaukee.k12.wi.us)>, "Peterson, Robert E"

<[petersre@milwaukee.k12.wi.us](mailto:petersre@milwaukee.k12.wi.us)>, "Phillips, Maria Paula" <[phillimd@milwaukee.k12.wi.us](mailto:phillimd@milwaukee.k12.wi.us)>, "Miller, Larry F"

<[millerlf@milwaukee.k12.wi.us](mailto:millerlf@milwaukee.k12.wi.us)>, "Baez, Luis" <[baezla@milwaukee.k12.wi.us](mailto:baezla@milwaukee.k12.wi.us)>, "Gill Herndon, Marva"

<[gillhemj@milwaukee.k12.wi.us](mailto:gillhemj@milwaukee.k12.wi.us)>, "Siemsen, Erika" <[siemsee@milwaukee.k12.wi.us](mailto:siemsee@milwaukee.k12.wi.us)>

Cc: Amy Mizialko <[mizialkoa@mtea.org](mailto:mizialkoa@mtea.org)>

|                                |
|--------------------------------|
| <b>Caution External Source</b> |
|--------------------------------|

Dear Members of the School Board,

Hello (again)! I am Liz Kremer Wanserski, the art teacher at Brown Street Academy. I emailed you a few days ago (on Saturday) before the MPS plan was unveiled. I am thankful that we will be engaging in online learning until community spread of the virus is under control. However, I would prefer the option to work from home, not in a shared school building, to protect myself and my young child from potential exposure to Covid-19. I am emailing you with concerns I have as a parent of a toddler and as a teaching professional.

Simply put, I want to be treated as a professional and to be able to keep myself and my family safe until our local cases are under control or there is a vaccine available. I think that MPS potentially requiring us to report to buildings is insulting to us as professionals and creates unnecessary community contacts outside of our individual quarantine bubbles/pods. I would like to access to my teaching materials and items in my classroom, but I also want to be able to be distanced. Having all teachers go into the building to ensure "consistency" of online learning is defeating the whole purpose of having people stay home and keep their quarantine pods small. It also creates a need for people to have child care and just create larger areas of contact for no reason.

As I said in my previous email, the World Health Organization has concluded that the virus is airborne in crowded, indoor spaces with poor ventilation, a description that fits many of our school buildings in MPS. Mounting evidence suggests that in crowded indoor settings (like schools, even without children) tiny droplets expelled when an infected person breathes, talks or sings can linger and infect others when inhaled. Due to years of cuts to education, the HVAC system at my school is most likely in dubious condition at best. Most public schools are poorly ventilated and don't have the funding to update their filtration systems. This is a concern and if we return in person, even for remote work where we are in our classrooms, spread can still happen.

(<https://www.cnn.com/2020/07/12/us/arizona-teachers-coronavirus/index.html>) Before Covid happened, the shared bathrooms did not seem to be mopped with regularity at my school. I would have to provide my own soap and paper towels on occasion for my classroom. I would prefer to work from my home where I can control my own

environment and stay as distanced from people as possible. From an economic perspective, MPS could save a lot of money during the initial phase of our remote learning by allowing us to work from home. They would not have to pay to disinfect the building every day and could save on energy costs, and engineering staff could make needed repairs to filtration systems for when we return in person.

If we are to work in the school buildings for remote learning, I do not know where I can safely keep my child during the day. I do not want to increase my quarantine bubble unnecessarily. I obviously have a daycare lined up and my daughter was attending one prior to the Safer at Home order, but I do not feel like it is safe for my child to return to daycare because of the risk of a Covid outbreak there and increasing the community contacts outside of my household. I would prefer to work from home and be able to supervise her and take care of her learning during the day while I teach remotely. Many centers are operating at a reduced capacity because of social distancing requirements (<https://www.jsonline.com/story/news/local/wisconsin/2020/07/10/child-care-report-warns-fragile-daycare-network/5405755002/>) I know of other families who are in similar situations with young students who attend MPS, are we supposed to leave our young students alone at home? (This is rhetorical, obviously we are not doing that, but the answer seems obvious, that parents with children should be allowed to work from home to be able to supervise them). What happens to parents who have slightly older children who both have to work during the day? There should be a work from home option for any one who wants to do it, honestly, but for me as a parent of a young child, this makes the most sense to me.

If MPS sets realistic expectations, if teachers sign on to a set of agreements/remote work expectation (like most employers have had folks do during the pandemic), teachers who want the ability to work from home should be allowed to do so. Teachers should also have access to their classrooms if they want to go to the building for materials and teaching items. For the duration of the safer at home order in the spring I regularly communicated with families, students, and colleagues, typically outside of our regular working hours to adjust to family schedules. Everyone who I talked to was doing the best they could during a once in a lifetime occurrence. I do not understand why we are being micromanaged if certain individuals did not do their jobs properly. That is an issue for specific administrators to address, not to punish those who were doing what they were supposed to be doing. The expectations from the district shifted so many times (I know this situation is unprecedented), but providing employees with clear expectations of what is to be done during remote learning would be a good start. I would even engage in check ins, random visits to my virtual classroom, I am open to these things because I am a professional who does their job.

I wrote my draft of this, but then I saw a post on Facebook that stated that Director Erika Siemsen spoke with Dr. Posley regarding questions about staff needing to be physically in buildings for virtual teaching and I would like clarification. The post states *"She'd just spoken with Dr. Posley, who stated teachers can have the flexibility to work from home, or in the buildings. Further, this policy applied to all, and without the need to fill out the "request to work from home". She shared that she knew this wasn't so clear in the plan put forth, and asked that I spread the word.."* If this is the case, can the policy in the return to work plan be changed to reflect this accommodation to work from home so that it is more clear for workers and administrators, so there is no doubt about the ability to work from home? Thank you.

Thank you for reading my concerns again,

Liz Kremer Wanserski

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## Comments on School Reopening Plan

Mark Gilpatric <gilpatricm@asme.org>

Wed 7/15/2020 12:56 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Hello,

I am a parent of a MPS Rufus King student, Rebecca Gilpatric. She reviewed the posted plan and there were a few points I would like to comment on. I am encouraged that the district is looking for ways to get students safely back into class and I understand everyone's safety is a top priority.

I did not carefully read the plan but a few points stood out to me:

Virtual instruction class time: My daughter is concerned that the proposed schedule for virtual instruction only has teacher interaction 1 hour per class per week instead of 5 hours in a normal class. That seems like far too little classroom time for students to learn. Can't teachers instruct virtually on the same schedule as a normal classroom?

Masks: I understand the need to provide masks to students, but MPS does not need to budget for 2 disposable masks per student per day. Maybe that is worst case, but I hope the district does not buy all those masks ahead of time only to sit on \$1000's in unused masks at the end of the year. Also, it seemed odd that the re-usable masks would need to be collected at the end of the school day.

Requiring doctor's approval to come back if staying home. Requiring a doctor's approval if a student stays home for any possible symptom will cause students to not disclose symptoms. If a student has a cold, let them stay home. If it goes away quickly like a cold would, then they should come back to school without doctor's visits. It can be expensive for somebody to see a doctor for every minor illness. There are bound to be many colds, sore throats and coughs that are not COVID.

I hope we are able to get students back into class quickly this year. Thanks for reviewing.

Mark Gilpatric  
262-389-9245

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## Submission of Written Testimony for Larry Miller

ATTN: Office of Board Governance

Date of Meeting: Thursday, July 16, 2020

**Mayra Cruz**

**810 West. Montana Street Apt #2**

**Milwaukee, WI 53215**

Agenda Topic: Plan for Reopening MPS Schools.

Do Not Support

President Miller and members of the board,

I am e-mailing you today regarding the School Reopening plan for this fall.

The Council of Exceptional Children stated...

*“Great inequities exist in remote learning for young children, students, and families, including access to technology, individualized supports to access virtual learning, and educators who need training and technical support to achieve technology literacy for their virtual visits and classrooms. In particular, we know that students with significant cognitive or intellectual disabilities, severe behavior disorders, and who are deaf or blind have not been well served during distance learning. Infants, children, and youth with medical complications will need specific considerations because these students may still be learning remotely due to medical conditions that place them in the high-risk category, even after the return to in-person instruction.”*

As a parent, my child was not well served during the school closure and want to ensure this does not happen again. As a result, I ask no plan be approved that does not thoughtfully or intentionally address the needs of our district’s special education students. Planning with the needs of the most vulnerable first will ensure not only the physical, emotional, and academic needs of the most vulnerable population are met, but that of the entire district. Therefore, I ask that nothing be approved unless the following items have been considered and addressed:

### **Under all scenarios:**

- Protect the integrity of the IDEA by:
  - Providing mandatory and consistent **professional development** for special education teachers and support staff that is research based, frequently **monitored for quality, fidelity and impact**. Special education teachers and support staff should receive adequate training and support on **creating and tracking IEP goals, establishing and reinforcing data-driven practices to guide teams in creating and updating IEPs, SEL training, and anti-racist training** in preparation for both, virtual and traditional learning. As we know, emergency licensed teachers are disproportionately serving students with IEPs, as a result require the most support and training.
  - **Providing a proactive and detailed plan for distance learning** specifically for our immunocompromised students, who will not be able to return despite the re-opening of schools that will include a plan to provide technology (computers/laptops), hotspots (as needed), and built-in educational software which teachers and support staff have been trained on. Offer training and technical assistance for educators so they can fluently navigate technology and education delivery in a virtual setting. Offer training and technical assistance for families of students so they can fluently navigate technology to support their children, in partnership with educators, in a virtual setting.

- **Comprehensive plan** for how services will be rendered with the imminent return of the virus as is projected by various experts for the 2020-21 School Year. Plan should clearly articulate how IEP goals will be met, monitored, and assessed in a virtual setting, as well as what teachers and parents should do if goals need to be updated. As a parent I believe that MPS and its families would be greatly assisted by a guide similar to the plan implemented by the Chicago Public Schools which can be seen here, [CPS Special Education Guidance](#)
- **Clearly articulated** plan with **minimal daily NEW instruction** students will receive from staff in a hybrid or remote learning model. This past springs services differed greatly between teachers and schools, where some students received daily contact and some students did not receive anything. This is unacceptable and parents/caregivers deserve to know exactly what they can and should expect from staff daily.

In the case that students return to school, we want to ensure no decision be approved without the following:

- **Staggered Schedule**

- If staggered schedule is adopted. I do **not** support any schedule that does not allow disinfection between cohorts of students. Below are two options to consider that put the safety of our students and staff first:
  - **Cohort A** to attend Monday and Tuesday, **Cohort B** on Thursday and Friday and Wednesday for sanitizing and **professional development** to ensure staff has the training necessary to deliver services remotely, as we were all ill equipped this spring, **OR**
  - **A Week** and **B Week** (Monday-Thursday), **Friday** for disinfecting and professional development.

I do NOT support the staggered schedule as stated in the outline as it does NOT allow for sanitization and disinfection between student cohorts.

- **Personal Safeguards**

- Ensure that teachers and students have appropriate PPE provided by the district. Shields should be provided for Speech Therapists, speech students and any student and their teachers who rely on facial cues, have sensory issues, or for other reasons cannot wear typical face masks.
  - A clearly written policy on encouraging students to wear protective gear, but under no circumstance should their lack of compliance be used to punish students, suspend students, belittle students, restrain/seclude students or contact the police. Based on the data (See below), students with disabilities are disproportionately suspended, secluded, and restrained and we do not want “mask wearing” to become another form through which students are removed from the learning environment.



- Teaching and practicing hand hygiene and respiratory etiquette. Ensuring classrooms are equipped hand sanitizer or access to a sink with soap, tissue, and necessary cleaning supplies.
- **Environmental Safeguards**
  - Cleaning and Disinfection
    - Quality Control
    - Who is responsible?
    - Cleaning during the day?
    - Plan for when cleaning staff is sick or position is vacant and cannot be filled?
  - Shared Objects
  - Ventilation
  - Water Systems
  - Modified Distance Layouts (desks, spacing, carpets etc.)
  - Signage and Postings
- **Operations**
  - Protections for Staff and Children at Higher Risk
  - Regulatory Awareness
  - Arrival, Dismissal, Bus, Lunch, Passing, Bathrooms, etc.
  - Gatherings, Visitors, and Field Trips
  - Plan for when someone in the building becomes ill and how will families be notified.

In closing, I ask that the board not approve this plan until the aforementioned issues raised are addressed in the school reentry plan.

Respectfully,

Mayra Cruz



**Mayra-Cruz-Letter.docx**

Mayra Caporal <capoczmay18@icloud.com>

Wed 7/15/2020 6:04 PM

To: Governance <governance@milwaukee.k12.wi.us>

Cc: Governance <governance@milwaukee.k12.wi.us>

 1 attachments (52 KB)

Mayra-Cruz-Letter.docx;

Caution External Source

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Enviado desde mi iPhone

## School reopening

Michael Chay <mchay8@gmail.com>

Wed 7/15/2020 10:11 AM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Good morning,

Please forward this email to all school board directors.

My name is Michael Chay and I am a teacher at Reagan IB and my son attends Milwaukee French Immersion School. I sent an email earlier regarding school reopening plans and now have had a chance to review the school reopening plan released by administration.

I am heartened to see the phases opening schedule and am so relieved that we can start fully virtual. The 30-45 day timeline for Phase One seems arbitrary and I ask that a firm metric is shared for when phase one ends. I implore you to make those decisions based on facts and data. 14 days of new cases before reopening seems to me the surest way to keep children and adults in our schools safe.

As a parent of three young children I am glad that my son won't risk exposure at school, but it would be an extreme burden if I have to report to my building to teach remotely and find child care. Please make it a priority that all teachers can choose to teach from home.

Finally, the sample virtual teaching schedule for high school seems untenable if our goal is to develop relationships with our students. One hour of synchronous learning for each of 8 courses, along with around 3 hours of asynchronous work leaves students with around 32 hours of school during the week. Our students have many responsibilities in their households and paring down the students' schedules to 4 courses per semester and having 2 hour-long synchronous learning opportunities per week would lead to more relationship building and a better balance in students lives. Please give schools the autonomy to schedule their students to best meet their needs.

Thank you for your consideration.

Michael Chay  
Reagan IB High School

This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.

**FW: Fall return plan**

Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>

Wed 7/15/2020 2:13 PM

To: Governance <governance@milwaukee.k12.wi.us>

Add to testimony.

**From:** Taylor, Sequanna

**Sent:** Wednesday, July 15, 2020 12:37 PM

**To:** Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>

**Subject:** Fwd: Fall return plan

----- Forwarded message -----

From: "Lippert, Pamela" <lipperp@milwaukee.k12.wi.us>

Date: Jul 15, 2020 8:20 AM

Subject: Fall return plan

To: "Miller, Larry F" <millerlf@milwaukee.k12.wi.us>,"Baez, Luis" <baezla@milwaukee.k12.wi.us>,"Gill Herndon, Marva" <gillhemj@milwaukee.k12.wi.us>,"Siemsen, Erika" <siemsee@milwaukee.k12.wi.us>,"Taylor, Sequanna" <taylors@milwaukee.k12.wi.us>,"Woodward, Annie" <woodwaax@milwaukee.k12.wi.us>,"Phillips, Maria Paula" <phillimd@milwaukee.k12.wi.us>,"OHalloran, Megan" <ohallomm@milwaukee.k12.wi.us>

Cc: "Mizialko, Amy N" <mizialan@milwaukee.k12.wi.us>,"Callan, Cara E" <callance@milwaukee.k12.wi.us>

Dear MPS School Board Members--

We're writing to advocate for virtual instruction in the fall and to share with you our experience with virtual instruction during the July summer school session.

Earlier this summer, Directors Miller and Baez helped advocate for me so that I would be able to work from home for the July session of summer school. My co-teacher, Cara Callan, is also teaching remotely. I'm excited to tell you that things are going very well. We hope to be able to continue teaching from home when school starts in August.

The class Cara and I teach is part of the School to Work Transition Program. It is for high school students with special education needs to learn about and practice job skills. This class is usually taught on location at our community-based work sites. Because we are unable to utilize these worksites, we are focusing on interpersonal skills, resume building, interviewing, and online tech skills and etiquette. I've included our whole group instruction plan for this week below. As you can see, we cover lots of topics.

| 13   | 14   | 15   | 16  | 17  |
|--|--|--|---|---|
| <p>Informed Choices.</p> <p>Introduction to Barber Charile's Story:</p> <p><a href="https://www.youtube.com/watch?v=AyjmEENEvl">https://www.youtube.com/watch?v=AyjmEENEvl</a></p> <p>Pro Con list</p> <hr/> <p>Interview Question: What skills or work experience do you have? Video and group activity</p> <hr/> <p>Brain Pop: SEL Conflict Resolution cont.</p> <hr/> <p>Transition Vocabulary</p> <p>INTEGRITY</p> | <p>Ethics - discussion, video, graphic organizer</p> <hr/> <p>Money: Counting coins--Online Math Games</p> <hr/> <p>Informed Choices (cont) Akira's Story:</p> <p><a href="https://www.youtube.com/watch?v=LJyiG8aeeKk">https://www.youtube.com/watch?v=LJyiG8aeeKk</a></p> <p><a href="https://www.youtube.com/watch?v=ThiUI1FNenw">https://www.youtube.com/watch?v=ThiUI1FNenw</a></p> <p>Pro Con list</p> <hr/> <p>Computer and online etiquette -- How we look, how we sound, online manners</p> | <p>Supportive and Constructive Feedback - instruction + practice</p> <hr/> <p>Transition Vocabulary</p> <p>EFFICIENT--Quizlet online practice</p> <hr/> <p>Explore Education options:</p> <p><a href="https://www.matc.edu/course-catalog/community-human-services/barber.html">https://www.matc.edu/course-catalog/community-human-services/barber.html</a></p> <p><a href="https://www.matc.edu/course-catalog/community-human-services/cosmetology.html">https://www.matc.edu/course-catalog/community-human-services/cosmetology.html</a></p> <hr/> <p>Tech skills review for Google</p> | <p>Money: Counting coins and comparing amounts</p> <hr/> <p>Compare pro con list with your interest/aptitude</p> <hr/> <p>Interview Question: Why should we hire you?</p> | <p>Students interview each other - practicing both the interviewer and interviewee role.</p> <p>The whole group listens and provides feedback.</p> <ul style="list-style-type: none"> <li>• Tell me about yourself</li> <li>• What skills or work experience do you have?</li> <li>• Why should we hire you?</li> </ul> |

|  |  |  |  |
|--|--|--|--|
|  |  | Classroom--address bar, chat box, how to copy and paste, how to move to different classrooms |  |
|--|--|--|--|

Because we knew that July instruction would be virtual, Cara and I were able to plan to ensure that students re Our technology has some glitches. MPS has time right now to address some of these things so that online instruction can begin on day one in the fall.

- One family did not pick up a Chromebook from their child's school. We need to figure out how to ensure that all students have a working Chromebook for the first day of instruction.
- One student does not have adequate Wifi to support live instruction on Google Classroom. MPS needs to ensure that families have the Wifi hotspots necessary for virtual instruction.
- One student has very limited verbal skills. His mom attends class with him each day so that she can help communicate for him. MPS needs to have a plan to ensure that all students who need communication devices or interpreters can access the curriculum.

MPS has the opportunity to do virtual learning right, but we have to prepare NOW. If we return in person in August, some people will contract Covid, spread it, and some people will die. In-person instruction is not worth loss of life. Others (teachers and students) will not attend due to health and safety concerns. MPS can either prepare for inevitable virtual instruction NOW so that teachers, families, and students are ready for it, or we can wait for closures and scramble to put something together. If MPS gives staff and families the time and resources we need, virtual instruction will be successful.

Be well,

**Cara Callan**

Employment Training Specialist

Milwaukee Public Schools

6620 W Capitol Drive

Milwaukee, WI 53216

Desk phone: (414) 438-3502

Cell phone: (414) 379-7079

***Pamela Lippert***

*CATP Site Teacher, Lakefront Brewery*

*CATP Site Teacher, Hawthorn Glen*

*School to Work Transition Program*

Cell Phone: 414-640-6529

*"You are braver than you believe, stronger than you seem, and smarter than you think."*

*--A. A. Milne*

## Re-Opening Plans

Paris Gartman <paris\_gartman@yahoo.com>

Wed 7/15/2020 9:55 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello,

My name is Paris Gartman, and I am the mother of 2 boys attending Milwaukee French Immersion School. I'm a deputy court clerk for Milwaukee County as well. I want to voice my concerns on the re-opening plans. While I know that the safety of all of the children and staff is essential and extremely important, I must express my personal concerns about to re-opening plans considered ahead.

During the pandemic, my fiance and I both are considered essential employees where working from home was not an option for us. We are parents of 4 children total, giving my two other children are twins and are currently 9 months old. I noticed toward the end of the 2019-2020 school year that virtual learning would bear it's challenges as I was not there to assist my children with their work during the day. I had to rely on my mother to help with insuring that they were completing their assignments. She did not bear the amount of patience needed for my children to learn and most importantly enjoy learning.

The problem I am having with the consideration of any form of virtual learning is that, from experience in the summer camp and the end of the school year, that my children are indeed trying to teach themselves or worse, they are not logging in on time, or at all. Even worse, I was always made aware in the evening that they missed meetings with their teachers or notice missed work when I reviewed each night, spending hours in the evening focusing on missed work that would have been completed during "class time." This have caused many issues with time management in my home and frustration amongst my children. I found that the person I am relying to assist me while I am working has not been consistent in being a key person to ensure they are actually learning the material or ensuring that they are logged on properly and reviewing the information with them to ensure retention. Also, my children are learning a second language where their school has been very key with ensuring they become fluent in the language they are learning, most importantly, to engage with the language models. I feel extremely vulnerable with the virtual option because as a parent, I can not support my children through this as I'm not able to be with them. My job does not have the option for me to work virtually to ensure these things do not happen with my children, and is the only piece of mind I have if I was able to take control of this head on which is impossible.

My children also MISS being at school. They miss their staff and they miss their friends. They dread going to my parents house, especially for school, and that's mainly because it's not as exciting or interactive as it would be if they were in school. I have been trying to work out a system in my mind on how this process would be implemented, and I really don't see how this is beneficial to me personally to ensure they are learning what is needed to be learned. It's extremely stressful trying to get a handle on their studies while being at work, especially if I am unavailable for assistance due to actively being in court during a proceeding.

I feel that you should push for the option to open up normally with the option of virtual learning to the parents who are not comfortable with sending their children to school. I feel like if my children are pushed to do virtual learning, they will not be able to learn the way they need to, and worse fail. I do not want a system implimented to aid in the failure of my children, and I can not afford to quit my job to stay home with them during this time.

Thank you for your time in reading my concerns and I hope they are heavily considered in the decision making process.

**Paris Gartman**

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## Submission of Written Testimony for Larry Miller

ATTN: Office of Board Governance

Date of Meeting: Thursday, July 16, 2020

**Patricia Hernandez**  
**11045 S. 29 St.**  
**Milwaukee, WI 53215**

Agenda Topic: Plan for Reopening MPS Schools.  
Do Not Support

President Miller and members of the board,

I am e-mailing you today regarding the School Reopening plan for this fall.

The Council of Exceptional Children stated...

*“Great inequities exist in remote learning for young children, students, and families, including access to technology, individualized supports to access virtual learning, and educators who need training and technical support to achieve technology literacy for their virtual visits and classrooms. In particular, we know that students with significant cognitive or intellectual disabilities, severe behavior disorders, and who are deaf or blind have not been well served during distance learning. Infants, children, and youth with medical complications will need specific considerations because these students may still be learning remotely due to medical conditions that place them in the high-risk category, even after the return to in-person instruction.”*

As a parent, my child was not well served during the school closure and want to ensure this does not happen again. As a result, I ask no plan be approved that does not thoughtfully or intentionally address the needs of our district’s special education students. Planning with the needs of the most vulnerable first will ensure not only the physical, emotional, and academic needs of the most vulnerable population are met, but that of the entire district. Therefore, I ask that nothing be approved unless the following items have been considered and addressed:

### **Under all scenarios:**

- Protect the integrity of the IDEA by:
  - Providing mandatory and consistent **professional development** for special education teachers and support staff that is research based, frequently **monitored for quality, fidelity and impact**. Special education teachers and support staff should receive adequate training and support on **creating and tracking IEP goals, establishing and reinforcing data-driven practices to guide teams in creating and updating IEPs, SEL training, and anti-racist training** in preparation for both, virtual and traditional learning. As we know, emergency licensed teachers are disproportionately serving students with IEPs, as a result require the most support and training.
  - **Providing a proactive and detailed plan for distance learning** specifically for our immunocompromised students, who will not be able to return despite the re-opening of schools that will include a plan to provide technology (computers/laptops), hotspots (as needed), and built-in educational software which teachers and support staff have been trained on. Offer training and technical assistance for educators so they can fluently navigate technology and education delivery in a virtual setting. Offer training and technical assistance for families of students so they can fluently navigate technology to support their children, in partnership with educators, in a virtual setting.

- **Comprehensive plan** for how services will be rendered with the imminent return of the virus as is projected by various experts for the 2020-21 School Year. Plan should clearly articulate how IEP goals will be met, monitored, and assessed in a virtual setting, as well as what teachers and parents should do if goals need to be updated. As a parent I believe that MPS and its families would be greatly assisted by a guide similar to the plan implemented by the Chicago Public Schools which can be seen here, [CPS Special Education Guidance](#)
- **Clearly articulated** plan with **minimal daily NEW instruction** students will receive from staff in a hybrid or remote learning model. This past springs services differed greatly between teachers and schools, where some students received daily contact and some students did not receive anything. This is unacceptable and parents/caregivers deserve to know exactly what they can and should expect from staff daily.

In the case that students return to school, we want to ensure no decision be approved without the following:

- **Staggered Schedule**

- If staggered schedule is adopted. I do **not** support any schedule that does not allow disinfection between cohorts of students. Below are two options to consider that put the safety of our students and staff first:
  - **Cohort A** to attend Monday and Tuesday, **Cohort B** on Thursday and Friday and Wednesday for sanitizing and **professional development** to ensure staff has the training necessary to deliver services remotely, as we were all ill equipped this spring, **OR**
  - **A Week** and **B Week** (Monday-Thursday), **Friday** for disinfecting and professional development.

I do NOT support the staggered schedule as stated in the outline as it does NOT allow for sanitization and disinfection between student cohorts.

- **Personal Safeguards**

- Ensure that teachers and students have appropriate PPE provided by the district. Shields should be provided for Speech Therapists, speech students and any student and their teachers who rely on facial cues, have sensory issues, or for other reasons cannot wear typical face masks.
  - A clearly written policy on encouraging students to wear protective gear, but under no circumstance should their lack of compliance be used to punish students, suspend students, belittle students, restrain/seclude students or contact the police. Based on the data (See below), students with disabilities are disproportionately suspended, secluded, and restrained and we do not want “mask wearing” to become another form through which students are removed from the learning environment.





- Teaching and practicing hand hygiene and respiratory etiquette. Ensuring classrooms are equipped hand sanitizer or access to a sink with soap, tissue, and necessary cleaning supplies.
- **Environmental Safeguards**
  - Cleaning and Disinfection
    - Quality Control
    - Who is responsible?
    - Cleaning during the day?
    - Plan for when cleaning staff is sick or position is vacant and cannot be filled?
  - Shared Objects
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  - Water Systems
  - Modified Distance Layouts (desks, spacing, carpets etc.)
  - Signage and Postings
- **Operations**
  - Protections for Staff and Children at Higher Risk
  - Regulatory Awareness
  - Arrival, Dismissal, Bus, Lunch, Passing, Bathrooms, etc.
  - Gatherings, Visitors, and Field Trips
  - Plan for when someone in the building becomes ill and how will families be notified.

In closing, I ask that the board not approve this plan until the aforementioned issues raised are addressed in the school reentry plan.

Respectfully,

Patricia Hernandez

## Fwd: Family Testimony for the MPS Reopening Plan

pati.h\_08@hotmail.com <pati.h\_08@hotmail.com>

Wed 7/15/2020 2:18 PM

To: Governance <governance@milwaukee.k12.wi.us>

 2 attachments (105 KB)

Patricia Hernandez- Letter to LM.docx; Patricia Hernandez- Letter to PP.docx;

**Caution External Source**

----- Forwarded message -----

From: Elsa Diaz-Bautista <elsa@alianzalatini.org>

Date: Jul 15, 2020 2:04 PM

Subject: Family Testimony for the MPS Reopening Plan

To: pati.h\_08@hotmail.com

Cc:

Para Quien: governance@milwaukee.k12.wi.us

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## Submission of Written Testimony

Rakeshia Wilson <rakeshiawilson@hotmail.com>

Wed 7/15/2020 12:55 AM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Dear MPS Board Of Directors,

The only question I have is if you choose to have children start school remotely, how will you accommodate Head Start, Head Start kids with disabilities and IEP, Head Start kids with IEP, and kids with disabilities and/or IEP needs? I haven't found a program online that caters to this demographic.

If there is no solution for this problem, my nephew will be behind in school. I do not want that to happen to him. All the children with specialized education needs will be behind. So far MPS has not catered to Specialized Education as the Coronavirus continues to spread and continuing to neglect this will be detrimental to this demographic and I would have no choice but to pull my nephew out of MPS Schools and learn how to homeschool my nephew.

Sincerely,

Rakeshia Wilson

Rakeshiawilson@hotmail.com

This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.

**Re: A Message from the Milwaukee Public Schools Office of Board Governance**

renad jaraba &lt;renad052280@gmail.com&gt;

Wed 7/15/2020 5:55 PM

To: Governance &lt;governance@milwaukee.k12.wi.us&gt;

**Caution External Source**

I also wanted to note if schools could possibly print and provide all worksheets for students each week while on virtual learning rather than parents having to print everything out!! found this very difficult last school year and it will really help all the parents! Not every house hold has a printer! I also found those printed book that the districted print wasn't any help at all it was a complete waste! I think each teacher printing all the material needed for each week would better benefit the students and parents! Teachers were printing them before but maybe the parents could pick them up once a week or once a month with all the worksheets needed for the students to complete! I would love to address this concern as well!

Renad Jaraba  
414-334-3833

On Wed, Jul 15, 2020 at 4:54 PM Milwaukee Public Schools Office of Board Governance <[governance@milwaukee.k12.wi.us](mailto:governance@milwaukee.k12.wi.us)> wrote:

MPS Office of Board Governance

July 15, 2020

Renad Jaraba  
[renad052280@gmail.com](mailto:renad052280@gmail.com)

Thank you for contacting the Office of Board Governance on Tuesday, July 14, 2020. The Board is concerned about district students and functions and is always open to hearing concerns such as the ones you raised.

Your communication, which included information regarding the MPS reopening plan, has been duly noted in the Office of Board Governance and has been provided to the Milwaukee Board of School Directors .

Again, thank you for supporting Milwaukee Public Schools. If you have further concerns, please do not hesitate to contact our office.

Sincerely,

Jacqueline M. Mann, Ph.D.  
Director/Board Clerk  
Office of Board Governance

110528  
JM/RS

Start. Stay. Succeed.

#ICACB6e7108f556cf46c3a0ee0a98567dd201FBFCRM

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## Reopening plan

Joanna Rizzotto <jprizzotto@att.net>

Wed 7/15/2020 2:00 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

My name is Joanna Rizzotto. I am writing as a community member and MPS parent to express that our family fully supports the proposed MPS reopening plan. With community spread out of control and rising, it would be irresponsible to send students and staff back to school in August/September. Schools are some of the largest gathering places and employers in a community, we must do our part to contain the spread. I have full confidence in public educators and their ability to meet the needs of their students even in a virtual environment. 2020-2021 school year WILL be different, let's focus on what makes schools so special, the people within them.

Thanks,  
Rizzotto Family  
4350 S Adams Ave  
Milwaukee, WI 53207  
Sent from my iPhone

This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.

## 2020 Reopening Plan

Sabrina Weiland <sabrinashanta@hotmail.com>

Wed 7/15/2020 10:29 AM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Good Morning MPS School Board,

I want to take this time to commend MPS Administration for their strong leadership and refusal to put their student and staff's lives at risk. They are working to find creative solutions to keep learning going, provide care for their students and staff, and work towards a strong future together.

As a parent, I am so grateful for MPS choosing the most wise path to move forward. They are intentionally equipping their staff with what they need to provide strong learning experiences. I couldn't be more MPS proud!

Please continue to support our administrators recommendations by voting to keep this proposed plan in place. A great plan that puts preserving human lives at the forefront. Virtual, of course, comes with many challenges but MPS is proving that they are ready to rise to the occasion which is such a perfect way to lead by example. We want to prepare learners for the unexpected and constantly changing world and MPS is showing that they know how to do exactly that. While some other districts are simply complying with unsafe plans to stay with the status quo because they refuse to adjust and redefine when our society desperately needs them to. I also commend MPS for advocating for students at all times by continuing to ask for state and federal relief for their students and families.

Please ensure to vote to keep this proposed plan in place.

Sincerely,

Sabrina Weiland

Parent of two MPS students

This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.

(No subject)

Shamika Wright <mzzmika@gmail.com>

Wed 7/15/2020 5:42 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello. Im concerned and confused. Virtual learning, what if parents don't have internet, laptop or computer? Nor can they afford it. What about those who have children in Charter Schools?

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## School Re-Opening Plan

Sonali Massey <sonalimassey@sbcglobal.net>

Wed 7/15/2020 11:32 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

To Board of School Directors,

I am writing this note to inform you that I am in favor of reopening schools with virtual learning only.

I have asthma and therefore I am at high risk in contracting the virus. Could you please consider starting school in person, after the the anti Corona virus vaccination is in effect.

Sincerely,

Sonali Massey

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## COVID 19 and 2020 2012 School Year

Stan Loper <sjloper1@yahoo.com>

Thu 7/16/2020 1:41 AM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

As a citizen of Milwaukee, US Veteran, MPS student parent, MPS Alumni, and MPS teacher, I believe the best recourse for the reopening of MPS should take a gradual approach:

Step 1: Term 1--Virtual start 100% all students/staff

Step 2: Term 2--1/2 students in school face to face; 1/2 students virtual; alternating weeks--more consistency, accountability, and monitoring students and staff.

Step 3: Term 3--All students in school 4 days a week, one day "real" contracted deep cleaning and training MPS engineering staff on deep cleaning procedures to include use/rental/purchase of "real" deep cleaning equipment

Stanley J Loper  
7920 N 55th St  
Milwaukee, WI 5323  
262 302 9085

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## FW: Phased in Reopening

Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>

Wed 7/15/2020 2:33 PM

To: Governance <governance@milwaukee.k12.wi.us>

Add to the testimony.

**From:** Taylor, Sequanna

**Sent:** Wednesday, July 15, 2020 12:51 PM

**To:** Mann, Jacqueline M <spatesjm@milwaukee.k12.wi.us>

**Subject:** Fwd: Phased in Reopening

Good Afternoon,

Thank you for reaching out in reference of MPS reopening plan.

----- Forwarded message -----

From: "Wolfe, Stephanie A" <[wolfesa@milwaukee.k12.wi.us](mailto:wolfesa@milwaukee.k12.wi.us)>

Date: Jul 14, 2020 5:29 PM

Subject: Phased in Reopening

To: "OHalloran, Megan" <[ohallomm@milwaukee.k12.wi.us](mailto:ohallomm@milwaukee.k12.wi.us)>, "Taylor, Sequanna" <[taylor@milwaukee.k12.wi.us](mailto:taylor@milwaukee.k12.wi.us)>, "Woodward, Annie" <[woodwaax@milwaukee.k12.wi.us](mailto:woodwaax@milwaukee.k12.wi.us)>, "Peterson, Robert E" <[petersre@milwaukee.k12.wi.us](mailto:petersre@milwaukee.k12.wi.us)>, "Phillips, Maria Paula" <[phillimd@milwaukee.k12.wi.us](mailto:phillimd@milwaukee.k12.wi.us)>, "Miller, Larry F" <[millerlf@milwaukee.k12.wi.us](mailto:millerlf@milwaukee.k12.wi.us)>, "Baez, Luis" <[baezla@milwaukee.k12.wi.us](mailto:baezla@milwaukee.k12.wi.us)>, "Gill Herndon, Marva" <[gillhemj@milwaukee.k12.wi.us](mailto:gillhemj@milwaukee.k12.wi.us)>, "Siemsen, Erika" <[siemsee@milwaukee.k12.wi.us](mailto:siemsee@milwaukee.k12.wi.us)>

Cc:

Good Evening Everyone,

I am one of the Art Teachers at Riverside High School. I have a couple of questions or thoughts about the reopening that I hope you take into consideration or give some thought too...

1. Will we be able to do our virtual/on line teaching (Phase 1) from our buildings? There are some technology needs and such that are only available at school—such as use of the phone in my room, copy machine, a PC computer/laptop that I can access my lessons and content from (Does not work on my almost dead personal Mac laptop at home).
2. Can we really be prepared to have students start Aug. 17-early start calendar? How would we really get enough PD under our belts between now and then? (I have done some google classroom webinars, but could not possibly be ready without more training and collaboration with peers.) I felt horribly under trained/prepared this past spring and only have had a tiny bit more training.
3. How do I get my Art students supplies? What if any considerations have you made for Art? (And also other courses like music, Phy. Ed and core subjects that require equipment/tools and supplies?)

Thank you for considering these things....thank you for all your hard work!!!

Hi Larry Miller-miss working with you!

Hope you all are healthy and safe....

Respectfully,

Stephanie Wolfe  
Art Teacher  
Riverside University High School

## School start date

Stockheimer, Theresa <stockhtm@milwaukee.k12.wi.us>

Wed 7/15/2020 5:35 PM

To: Governance <governance@milwaukee.k12.wi.us>

Dear School Board members,

I wanted to quickly reaffirm my stance on the start date for the new year.

There was not enough time to get all of my students hotspots and chromebooks at the end of the semester last year.

Teachers in my school still need training for virtual tools.

Please consider the Sept. 8th start date for all students so we can be prepared!

I let my principal know I would be happy to help with PD on virtual platforms.

Thank you,

Theresa Stockheimer

Sent from my Sprint Samsung Galaxy S9+.

## Submission of Written Testimony for Tony Báez, Ph.D. (Vice President)

ATTN: Office of Board Governance

Date of Meeting: Thursday, July 16, 2020

**Valeria Martinez**  
**3265 N. 50th St**  
**Milwaukee, WI 53216**

Agenda Topic: Plan for Reopening MPS Schools.  
Do Not Support

President Miller and members of the board,

I am e-mailing you today regarding the School Reopening plan for this fall.

The Council of Exceptional Children stated...

*“Great inequities exist in remote learning for young children, students, and families, including access to technology, individualized supports to access virtual learning, and educators who need training and technical support to achieve technology literacy for their virtual visits and classrooms. In particular, we know that students with significant cognitive or intellectual disabilities, severe behavior disorders, and who are deaf or blind have not been well served during distance learning. Infants, children, and youth with medical complications will need specific considerations because these students may still be learning remotely due to medical conditions that place them in the high-risk category, even after the return to in-person instruction.”*

As a parent, my child was not well served during the school closure and want to ensure this does not happen again. As a result, I ask no plan be approved that does not thoughtfully or intentionally address the needs of our district’s special education students. Planning with the needs of the most vulnerable first will ensure not only the physical, emotional, and academic needs of the most vulnerable population are met, but that of the entire district. Therefore, I ask that nothing be approved unless the following items have been considered and addressed:

### **Under all scenarios:**

- Protect the integrity of the IDEA by:
  - Providing mandatory and consistent **professional development** for special education teachers and support staff that is research based, frequently **monitored for quality, fidelity and impact**. Special education teachers and support staff should receive adequate training and support on **creating and tracking IEP goals, establishing and reinforcing data-driven practices to guide teams in creating and updating IEPs, SEL training, and anti-racist training** in preparation for both, virtual and traditional learning. As we know, emergency licensed teachers are disproportionately serving students with IEPs, as a result require the most support and training.
  - **Providing a proactive and detailed plan for distance learning** specifically for our immunocompromised students, who will not be able to return despite the re-opening of schools that will include a plan to provide technology (computers/laptops), hotspots (as needed), and built-in educational software which teachers and support staff have been trained on. Offer training and technical assistance for educators so they can fluently navigate technology and education delivery in a virtual setting. Offer training and technical assistance for families of students so they can fluently navigate technology to support their children, in partnership with educators, in a virtual setting.

- **Comprehensive plan** for how services will be rendered with the imminent return of the virus as is projected by various experts for the 2020-21 School Year. Plan should clearly articulate how IEP goals will be met, monitored, and assessed in a virtual setting, as well as what teachers and parents should do if goals need to be updated. As a parent I believe that MPS and its families would be greatly assisted by a guide similar to the plan implemented by the Chicago Public Schools which can be seen here, [CPS Special Education Guidance](#)
- **Clearly articulated** plan with **minimal daily NEW instruction** students will receive from staff in a hybrid or remote learning model. This past springs services differed greatly between teachers and schools, where some students received daily contact and some students did not receive anything. This is unacceptable and parents/caregivers deserve to know exactly what they can and should expect from staff daily.

In the case that students return to school, we want to ensure no decision be approved without the following:

- **Staggered Schedule**

- If staggered schedule is adopted. I do **not** support any schedule that does not allow disinfection between cohorts of students. Below are two options to consider that put the safety of our students and staff first:
  - **Cohort A** to attend Monday and Tuesday, **Cohort B** on Thursday and Friday and Wednesday for sanitizing and **professional development** to ensure staff has the training necessary to deliver services remotely, as we were all ill equipped this spring, **OR**
  - **A Week** and **B Week** (Monday-Thursday), **Friday** for disinfecting and professional development.

I do NOT support the staggered schedule as stated in the outline as it does NOT allow for sanitization and disinfection between student cohorts.

- **Personal Safeguards**

- Ensure that teachers and students have appropriate PPE provided by the district. Shields should be provided for Speech Therapists, speech students and any student and their teachers who rely on facial cues, have sensory issues, or for other reasons cannot wear typical face masks.
  - A clearly written policy on encouraging students to wear protective gear, but under no circumstance should their lack of compliance be used to punish students, suspend students, belittle students, restrain/seclude students or contact the police. Based on the data (See below), students with disabilities are disproportionately suspended, secluded, and restrained and we do not want “mask wearing” to become another form through which students are removed from the learning environment.



- Teaching and practicing hand hygiene and respiratory etiquette. Ensuring classrooms are equipped hand sanitizer or access to a sink with soap, tissue, and necessary cleaning supplies.
- **Environmental Safeguards**
  - Cleaning and Disinfection
    - Quality Control
    - Who is responsible?
    - Cleaning during the day?
    - Plan for when cleaning staff is sick or position is vacant and cannot be filled?
  - Shared Objects
  - Ventilation
  - Water Systems
  - Modified Distance Layouts (desks, spacing, carpets etc.)
  - Signage and Postings
- **Operations**
  - Protections for Staff and Children at Higher Risk
  - Regulatory Awareness
  - Arrival, Dismissal, Bus, Lunch, Passing, Bathrooms, etc.
  - Gatherings, Visitors, and Field Trips
  - Plan for when someone in the building becomes ill and how will families be notified.

In closing, I ask that the board not approve this plan until the aforementioned issues raised are addressed in the school reentry plan.

Respectfully,

Valeria Martinez



## Fwd: Family Testimony in Regards to Reopening Plan

Valería Martínez <valeriamartinez2102@gmail.com>

Wed 7/15/2020 2:36 PM

To: Governance <governance@milwaukee.k12.wi.us>

 1 attachments (52 KB)

Valeria Martinez- Letter.docx;

**Caution External Source**

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

**Re: A Message from the Milwaukee Public Schools Office of Board Governance**

zachary shayhorn &lt;zacharyshayhorn8@gmail.com&gt;

Wed 7/15/2020 9:28 AM

To: Governance &lt;governance@milwaukee.k12.wi.us&gt;

**Caution External Source**

Good Morning,

Some more feedback about the school reopening plan is that we as people can not hide forever at some point we need to bite the bullet and throw in the towel and get us back to school, teachers want to go back and so do students.

If we don't start to get back to normal we will never get back to school because after so many months of being out of school our immune systems have been coddled from not being near any new germs. so yes there are going to be some staff and students that get sick it's called new people sickness. Think about it if people can march the streets and go to parties any time they want then we can get back to school. and it's funny because the people they don't want schools to open are the people going and doing all of these extra curricular activities for the past few months.

This is why i urge the board to vote to open schools at the start of the school year.

Thank You

-Zachary Shayhorn

On Tue, 14 Jul 2020 at 13:52, Milwaukee Public Schools Office of Board Governance

<[governance@milwaukee.k12.wi.us](mailto:governance@milwaukee.k12.wi.us)> wrote:

July 14, 2020

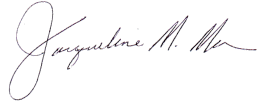
[zacharyshayhorn8@gmail.com](mailto:zacharyshayhorn8@gmail.com)

Thank you for contacting the Office of Board Governance on July 14, 2020. The Board is concerned about district students and functions and is always open to hearing concerns such as the ones you raised.

Your communication, which included information regarding the MPS School Reopening Plan, has been duly noted in the Office of Board Governance and has been provided to the Milwaukee Board of School Directors .

Again, thank you for supporting Milwaukee Public Schools. If you have further concerns, please do not hesitate to contact our office.

Sincerely,



Jacqueline M. Mann, Ph.D.  
Director/Board Clerk  
Office of Board Governance

110375

JM/MD

#ICACB8d48fcae75b643c4b8e1493ff8f4782aFBFCRM

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

# A. Nancy Puma, BSN, RN



July 15, 2020

My intent today is to shed some light on what you have missed as a very important piece to our current “Roadmap to Readiness” plan.

Let me begin by thanking you for all your work and effort you have put into the plan as well as taking the time to listen:

As 2 of my MPS nursing colleagues and I read through your 256-pg plan hoping to find the guidance we are eagerly seeking...we were met with NO reference to MPS School Nurses. There was no guidance offered to us on how to handle the mass number of individuals that will show up at our offices expecting us to care for them. I must question MPS’ thought process as it created this plan dealing with a medical issue if it occurred to you to not only include your School Nurses but also reach out to us for medical guidance?

Please know that those nurses upset by your current plan have been listening intently. We listened to our Nursing Leadership tell us that MPS administration “is too busy” to meet with them. We listened to our Nursing Leadership tell us the superintendent needed to reschedule his “meet and greet” with us and are *still* waiting to meet. We listened to staff complain about their school nurse “not doing enough” when we are doing more than you know. We listened to some of our non-nursing colleagues try to throw us under the bus because we are only trying to uphold our MPS nursing policies and procedures. We listened to our own nurses share stories of how some cannot run their offices accordingly without administration trying to tell them how to. Let me repeat this so you can hear just how audacious it sounds to us: *a non-medical staff member, an administrator in education, a work colleague who holds no supervisory title over our position, telling us how to run our medical offices.* Yet, when it is time to listen to our colleagues’ questions on how to safely manage the opening of our schools during a pandemic...we are met with silence.

Enough is enough.

Give us the respect we deserve. Allow us to do what our hard-earned titles grant us to do. Stop over-stepping boundaries of a profession you are not qualified to manage. We dare not tell educators how to teach, why would you tell us how to nurse? We are not only band-aid pushers, we are so much more. We are NURSES. Do not undermine our worth and intelligence. Especially now when you need us more than ever. It is in your best interest to look to your Nursing Department for guidance. We are here and we are ready to meet this challenge with you. All you need to do is ask.

*A. Nancy Puma, BSN, RN*

MPS - Bilingual School Nurse

**"Roadmap to Readiness" Board Meeting 7.16.20**

A. Nancy Puma &lt;puma.nancy33@gmail.com&gt;

Thu 7/16/2020 2:35 PM

To: Governance &lt;governance@milwaukee.k12.wi.us&gt;

 1 attachments (109 KB)

MPS Board Meeting 7.16.20.pdf;

**Caution External Source**

To whom it may concern,

Attached you will find a letter written by me, an MPS school nurse, addressing concerns with our "Roadmap to Readiness" plan. Please let me know if you have any questions.

Please stay safe and healthy.

Respectfully,

***A. Nancy Puma***

cell: 414.236.2306

[puma.nancy33@gmail.com](mailto:puma.nancy33@gmail.com)**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

## Back to School

heyitsabdul <abdulalbassam03@gmail.com>

Thu 7/16/2020 12:41 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hi

My name is Abdullah Al-Bassam and I live at 3741 S 61st St. I'd like to share our feelings about reopening...

After reading the superintendent's recommendations for reopening, I'm generally pleased to see what was in the document. However, I do not know why we are continuing with two calendars? 62% of students/parents surveyed said MPS should begin school on a traditional or late start calendar. 55% of staff said schools should begin on a traditional or late start calendar.

I also think that having a later start date gives all of our students a better chance for in person instruction later in the year if Covid subsides a bit. In addition, I think the 2 calendar start dates is confusing to parents with little or no advantage to the students especially during this pandemic. Furthermore, students with more significant disabilities struggle considerable in a virtual format so a later start would possibly allow for more face to face instruction later.

Thanks for your time and enjoy the rest of your summer. Take care.

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

## MPS Reopening Plan

Alison Macchia <alison.macchia@gmail.com>

Thu 7/16/2020 2:26 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Greetings, Milwaukee Public Schools' Board of Directors:

My name is Alison Macchia and I currently teach English at Rufus King International High School, a position I've loved for eight out of my ten years teaching. I am writing to you regarding Milwaukee Public Schools' Reopening Plan released July 13.

I would first like to thank you, especially members Taylor and Phillips, for your votes to cease MPS' contracts with the Milwaukee Police Department. This decision, and our subsequent actions in the same spirit, values the lives of our teachers, staff, students, and their families and communities.

I recognize the immense challenges as you plan to reopen Milwaukee Public Schools this fall. There are *infinite* variables you must all consider when determining if, when, and how we will safely welcome back our staff and students. And while there is no guidebook on how to safely proceed, I support the phased reopening model in MPS proposal. With the uncertainty looming over the next year or two in regards to the Coronavirus pandemic, we must be prepared to build and execute a distance learning practice to teach and learn, while also protecting everyone's health and safety.

These are the elements of the plan I support:

1. A phased reopening that promotes a data and science-based gradual release approach to returning to full time instruction.

*- Starting with online instruction is the healthiest, safest option we have given the infinite, diverse circumstances and variables in our district. Starting digitally also means we will be able to navigate between the three phases more effectively. Every teacher will be trained and expected to teach online to start and, in theory, be able to teach online at any point in the year, should another lockdown inhibit in-person instruction.*

2. Only moving forward with face-to-face instruction when safe to do so.

*- I am only 33, but fall into the high-risk category because I am a dual organ transplant recipient and take immunosuppressants to stay alive. I will not be able to return to face-to-face instruction until there are appropriate safety measures in place and my doctor approves of such parameters. Even at half capacity, I will have 16-18 students in my classroom and given its size, it will be impossible to guarantee a safe distance between the students and me.*

3. Improving communication with families.

*- For the spring shut down, I sent weekly emails to parents and students via Infinite Campus outlining my office hours, lesson plans, due dates, and expectations. I hope our school will communicate more regularly with families and staff, too.*

These are elements I take issue with:

1. "Staff need to return to their buildings to ensure consistency" .

This is not a safe option for many teachers and staff at many schools. While teachers and staff should be provided the opportunity to enter their classrooms, physical presence should not be a mandate or requirement for teaching remotely. Not all teachers and assistants have their own classrooms. Not all subjects require the same materials. Not all schools or circumstances are created equally and forcing teachers and staff to physically return to buildings is not fair, nor equitable. I would also like to add that several of my colleagues and friends have children in MPS who they cannot leave unattended if they are forced to return to a building while their children learn remotely. Please take the diversity of circumstances into consideration when making your decision.

2. "Teachers need to be able to plan and collaborate with each other and with building leaders."

This has happened digitally already; we had an entire staff meeting via Google Meet in the spring with 100+ members in attendance. We do not need to meet in-person, and at the expense of people's health and safety, to collaborate.

3. "Class sizes to meet CDC recommended social distancing guidelines."

At Rufus King IB High School, it will be impossible to meet these requirements. Our building was originally built to accommodate approximately 1100-1200 students; we currently enroll almost 1500. At least two teachers in each department do not have their own classrooms and must share multiple rooms throughout the day. During passing times, hallways look like a can of live sardines as students and staff navigate their way around. The cafeteria is much the same. At least one classroom is a former office; it is windowless and only seats about 12-15 students tightly. Several classrooms on the third floor have been bolted and locked shut so they only allow for 3' of outside air to enter the room, at least one of those classrooms is so small that there is barely an aisle to walk through between desks. As you can see, a physical return, perhaps even at half capacity, will not allow for safe social distancing and hygiene practices.

Again, I support the phased reopening, with amendments to physical return requirements as mentioned above. I thank you for your diligence and hard work on this seemingly impossible task.

Sincerely,

Alison Macchia



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## Sharing strategies

ANDREA MUNIZ <andrea1171@icloud.com>

Thu 7/16/2020 12:07 PM

To: Governance <governance@milwaukee.k12.wi.us>

Cc: andrea1171@icloud.com <andrea1171@icloud.com>

### Caution External Source

My name is Andrea Muniz and I am an assistant director at a local childcare center,

My question is: When MPS and families finally make a definitive decision on how school will look this year I would like to know how they plan to include childcare centers in this plan? I feel strongly that you need to have childcare centers at the table as you contemplate the best practices when bringing children back into schools. We have been taking calls from teachers who are now looking for childcare to keep their children safe while they have to get ready to go back to work.

There are centers like mine that have been open throughout this entire pandemic and have used different mitigation strategies that have thus far worked to keep our children safe and in contact with teachers at our center. We have been successful in taking care of the people who are working on the front lines in fighting this virus, as well as other essential workers like us who have been working consistently throughout this entire pandemic and we have managed to stay safe. How does the board feel about working collaboratively with childcare centers and creating some meaningful and safe action plans to getting our kids back into schools without adding further stress to everyone involved?

I believe if the school board is open to working with childcare centers in the area together we can come up with some strategies that will be beneficial to everyone but most especially the children who need to resume their learning experiences with teachers so that parents, grandparents and guardians can go back to work and move our economy along. We are all in this together and for the safety and sake of our children any business that is in the business of educating children should be working together to create a workable solution for all of our children!

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

## School Reopening Plan for 2020-2021

Angela Sottile <angelamari Pryor@gmail.com>

Thu 7/16/2020 10:58 AM

To: Governance <governance@milwaukee.k12.wi.us>; OHalloran, Megan <ohallomm@milwaukee.k12.wi.us>; Taylor, Sequanna <taylor@s@milwaukee.k12.wi.us>; Woodward, Annie <woodwaax@milwaukee.k12.wi.us>; Peterson, Robert E <petersre@milwaukee.k12.wi.us>; Phillips, Maria Paula <phillimd@milwaukee.k12.wi.us>; Miller, Larry F <milllerlf@milwaukee.k12.wi.us>; Baez, Luis <baezla@milwaukee.k12.wi.us>; Gill Herndon, Marva <gillhemj@milwaukee.k12.wi.us>; Siemsen, Erika <siemsee@milwaukee.k12.wi.us>

**Caution External Source**

July 15, 2020

Dear MPS School Board Members,

I am writing to you regarding the school reopening plan for the 2020-2021 school year. I am a MPS parent, PTO member, and volunteer librarian for the past five years. My family attends and helps at every school event, fundraiser, book fair, etc. My son will be a fourth grader this fall at MacDowell Montessori. We love our public school and we want to stay.

As my family watched the cases of covid-19 increase in our area recently, we made the decision that it is not safe for our son to attend school in person. I am immunocompromised and the level of exposure in a school building of that size is too great. I was pleased to see the possibility of virtual learning. My son is enrolled in the Montessori virtual summer academy and it has been beneficial thus far.

My concern with the recommended reopening plan was the second phase. Unlike the first and the third phases, the second phase had no mention of a virtual option. If after 30-45 days a hybrid learning schedule is not safe enough for our family, is there a way to continue to do remote/virtual learning? We would like to know if this is something that can be accommodated or not, so that we can be prepared to homeschool if necessary.

I am also hoping for others that there will be stricter, more defined guidelines put into place that will outline the reopening of our schools. In the recommended reopening it states that the third phase will be implemented "when safe." This needs greater clarification and transparency. Along with clarifying how we will move forward with reopening, what is the criteria for going back a phase if cases start climbing again? Will students (and parents) have the consistency in schedules they deserve? Do we have a foolproof way of notifying those in contact with someone who tested positive in our school? Will we have adequate contact tracing? I could go on and on, but I will spare you the million and one more questions I have.

Our teachers, staff, and students are not expendable. We can't allow this school reopening plan to use those that are medically fragile as the 'canary in a coal mine.' While virtual learning may not be the easiest or best way of teaching, it does a decent job and doesn't put our teachers and students in obvious danger. Please allow for those whose health could be gravely compromised to remain with the remote/virtual plan in order to stay in the district.

Thank you for your time,

Angela Pryor

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## School Reopening Plan

Anonymous

Thu 7/16/2020 1:00 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Dear Mr superintendent and staff,

I am writing to beg you to open schools this fall. If you do NOT, many parents are going to be unemployed, while teachers are paid full time while teaching for only 1 to 2 hours a day. This is purely unacceptable and disrespectful to the parents of the school district.

I do hope you reconsider your decision that has been published by WISN that you will not open the schools this fall.

Please do not use my name in publication as a fear backlash from the teachers who I know are pushing to not reopen the schools.

Thank you

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## Submission of Written Testimony

Arras'n'Sonya Martin <martinfamsquad@gmail.com>

Thu 7/16/2020 2:33 PM

To: Governance <governance@milwaukee.k12.wi.us>

1 attachments (182 KB)

MPS re-opening meeting.pdf;

### Caution External Source

Please receive this submission. There are questions in here, comments, and general note taking for my purposes. I have also attached it via PDF.

I, personally, think this guide should have been broken down to a smaller and more digestible reading as there is a lot of information provided, which could be lost in the enormity of information.

American Academy of Pediatrics (AAP) speaks to physical presence in schools for social and emotional skills, and safety. But it is this need of development that put the younger children in harm's way.

While children and adolescents are less likely to be symptomatic and less likely to have severe disease resulting from COVID-19 infection, they still have the capability of being carriers and asymptomatic.

- Where is the evidence associated with "In addition, children may be less likely to become infected and to spread infection. "
  - They are more likely not able to keep physical distancing, and to keep on a face mask.
- Being carriers and asymptomatic means that they are more likely to easily spread the disease.
  - Asymptomatic children can come home and infect adult and sibling family members, unknowingly
- Young children are more likely to take precautionary measures of staying covered up, washing hands, and sanitizing their work area. They are more likely to touch their hands and faces, and mouths. This is why HFMD can still affect children older than 5 yrs old, and even adults.

Shouldn't Professional Development have taken place over the last 3 months of the 2019-2020 school year to help with a virtual and blended environment?

From the Survey

- When should school reopen? - If 42.9% of parents said 09/08, what did the other 57.1% say?
- Comfort returning? - 16.3% says comfortable, whereas 46.1% said not comfortable at all. What did the other 37.6% say?
- School reopening option? - How is it that 76.5% of parents said they want 5 days a week with a virtual option, but 46.1% said they aren't comfortable returning to the building at all? Similarly, 33.3% of students said they were comfortable, and 25.8% said they aren't comfortable, but 78% said they want school 5 days a week or a virtual option.
  - Could this be a case that the virtual option is the preferred method, but is veiled by mixing it in with returning to school 5 days a week?
  - Completely virtual for all students came out supported at 53.3%
- Majority of survey takers covered the Elementary grade level
  - There's a question of Elementary going 5 days a week, and secondary being virtual, but there isn't the reverse of the question being elementary going virtual and secondary being in school 5 days a week.
    - Older kids are more likely able to practice physical distancing, safety and sanitary routines to help avoid becoming sick.
- All safety related questions ranked "Very Important" on the survey
- You also have a question about before/after school programs that 25.4% answered "Unsure". This may be related to the "alternating" start times that has been approved to save busing cost for the District. While this may have saved busing costs to the district, the strain has possibly now switched to the parents to come up with more cost of child care before/after school to accommodate this new time schedule if their job doesn't have the flexibility. My opinion is that while the School District was looking to save busing costs, they should have also weighed in the cost and disruption to the households of working parents. Free before/after school programs should be set up with the cost savings to help mitigate the strain on parents. Don't forget that the \$87 million MPS referendum just passed in April 2020.

The language used in Instructional Model Options: Scenario #3: Face-to-Face Learning with Virtual Option appears that this is the option moving forward: Because studies show that students learn best with face-to-face instruction, MPS will make every effort to offer instruction in the traditional classroom setting for the full 2020-2021 school year."

Health and Safety should be how this presentation starts considering that "The health and safety of students and staff is the top priority when making the decision to physically reopen school campuses for use by students, staff, and others."

Virtual Instruction Schedule

- K3 - K5 - You have an hour of synchronous, and 3 hours of asynchronous instruction
  - But part of the 1 hour is going to be taking attendance which is going to use up a certain amount of the 1 hour instruction time.
  - If Teachers are only doing 1 hour of synchronous instruction, can't they do an additional hour of small group/cohort instruction, or even schedule one-on-one time with the students during the week and upcoming week so that they interact with the student intimately?
    - Considering that they are usually engaged in face-to-face instruction for the majority of the day, converting to 1 hour online instruction leads a lot more time to do the small group and/or one-on-one instruction. This would be similar to the Para, Gen, HCA 1:1 expectations.
    - When teachers are not participating in virtual instruction of full class, small group/cohort, or 1:1, then PD can occur.

Face-to-Face Option

|  |                |
|--|----------------|
| Increases the operating budget for the school year just in PPE | \$20.3 million |
| Facilities   | \$6.09 million |
| Staff & Parent PD  | \$8.05 million |
| Sinage   | \$2.5 million  |

|                |                   |
|----------------|-------------------|
| Technology     | \$30.1 million    |
| Transportation | \$25.6 million    |
| <b>TOTAL</b>   | ~ \$92.64 million |

- Guide lists \$90.67 Million
  - \$56 million of funding from the ESSER funding
    - Retain approx. \$42 million after \$14 million to private schools
  - While ESSER funding provides considerable flexibility in use, districts are encouraged to use for activities that support remote learning:
    - "The ESSER grant provides districts considerable flexibility in determining how best to use ESSER funds. Districts are encouraged to target ESSER funding on activities that will support remote learning for all students, especially disadvantaged or at-risk students and their teachers. "
    - How will MPS use the \$42 million? Will it be for remote learning, or supporting face-to-face learning costs?
- Transportation has to maintain "60% contractual bus cost consideration to keep buses and terminal lease payments and buses 'reserved' for eventual reopen.
  - \$198,000 per school day expenditure \* number of days no school
  - Considering renegotiation or rolling the dice regarding "reserving" the buses.
    - Do bus companies really have that high of a demand that if the buses are not "reserved", there's the possibility of losing them.

#### Recommended Phased in Reopening

- 3 phase approach
  - Moving targets pending further health and safety guidance?

Thanks in advance,

Arras V. Martin

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## Questions/ Ideas/ concerns for school reopening

Barbara Green <msbegreen@gmail.com>

Thu 7/16/2020 10:50 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Can K-5th grade go 5 days a week, half days. One half 9-12 the other half 1-4. Extra staff hired to clean in between. Kids can be provided...a snack to go.

If kids are going to go to school 2 days a week. Will parents be given proper instruction for immersion schools?

Small kids should not be required to wear masks...for multiple hours. They are constantly touching face, putting hands in their mouth, barely wash their hands properly.

Small kids should NOT HAVE full classrooms, most schools have 30 kids in the class and I personally thought that was too many kids, pre-pandemic.

How will the teachers be protected and compensated?

How often will common areas be cleaned?

How will pick up and drop off work?

Respectfully,  
Barbara G, a K-5 parent

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## Submission of Written Testimony

Ben Titus <benjamin.titus@gmail.com>

Thu 7/16/2020 9:49 AM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Dear Board Members,

I'm a teacher within the MPS system. I am supportive of the proposed phased in approach, though I am concerned about where teachers will be working from during the virtual and hybrid components. If we are keeping students out of school buildings, I would think it makes sense that teachers aren't there either. Yes, having just teachers in the building is less people than teachers and students, but there are common spaces that can still help transmit disease (office, hallways, bathrooms, copy rooms, etc). Because of this, I think that if a teacher can prove they have the ability to do their job effectively without coming into the buildings unless it's necessary, they should be allowed to run the virtual components from home. I'm sure there would be times when coming into the building would be unavoidable, but for the bulk of the teaching work, it doesn't seem necessary.

In my own unique case, the equipment I have at home far outstrips the 10 year old laptop and desktop computers at school. I cannot replicate what I did in the spring from my home this fall in my classroom. I'm a music teacher, so audio quality for demonstrating instrument techniques, proper hardware and software for audio and video editing, use of microphones, etc, is crucial. MPS doesn't allow me to connect a device to a network at school at this point, so I'm limited to the school laptop. At home, I have a desktop with 2 screens, iPad for extra camera/digital whiteboard space, audio mixing console, and the list goes on.

In conclusion, for safety and logistical reasons, please allow teachers to use best judgement on where they teach the virtual components. Plenty of us would like to avoid the dangers of COVID in a public, indoor space for as long as possible.

Best regards,  
Ben Titus

Ben Titus  
Musician and Educator  
ben@bentitusmusic.com  
804-241-3260

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## Reopening

Beth Ennis <bethennis@hotmail.com>

Thu 7/16/2020 11:37 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

In case all of the emails you are receiving are negative, I just wanted to say that I think the staged reentry plan is smart, thoughtful, and best for our kids. I'm proud of the thought that has gone into it and think it's what our district needs. I'll continue to support it.

Thank you,  
Beth Ennis

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## School Re-Opening

Beth Manning <novara85@yahoo.com>

Thu 7/16/2020 2:47 AM

Cc: mizialkoa@mtea.org <mizialkoa@mtea.org>

Caution External Source

Dear MPS Board Members,

As a parent to my two children who go to school in MPS (returning for 1st grade and an incoming K4 student), as an MPS employee for over 11 years, as a member of the Milwaukee community, and MPS alumni, I am highly concerned about reopening school this fall. In the midst of a global pandemic, Wisconsin ranks worst in the country with case numbers rising to the highest, in person instruction at this time is not a safe option. In general, the proposal is reasonable and I just want to voice a few concerns as you have the ability and power to make positive change.

In person instruction is not a risk worth taking mainly due to the large number of students in a small space (even with the proposed 15-18 students for reduced class sizes), for extended periods of time, which doesn't follow CDC guidelines of limiting social gatherings and contact with others not in your household. Even with social distancing in place, if one student is positive (whether presenting symptoms or more likely to be asymptotic) there is the likelihood that others will contract coronavirus along with families and it could spread like wildfire throughout the community. What we know about the exponential spread of this disease is a paramount concern. People will die. Is it worth the risk? I don't think so. Therefore, I am urging you to vote for starting schools with full remote virtual learning as suggested in phase 1 of the proposal.

Additionally, I am encouraging you to make an amendment to allow shifting through the phases based on a crucial metric, data driven response to the COVID cases reported in Milwaukee (14 days no new cases in conjunction with a positive test rate under 1% - ideally I would advocate for 0%). Overall, there should be a consecutive and consistent downward trend reduced to 0 versus an arbitrary timeline of 30-45 days. Also, constant monitoring may deem it necessary to revert back to a previous phase because we don't want to have any loss of life due to the transition to phase 2 or phase 3. As a recap, I would recommend that you put in concrete and well-defined, data driven evidence as it relates to our community and county that there has been a consistent downward trend and no new cases for at least 14 days in conjunction with positive test rate of 0, along with the ability to revert to previous phases to respond as necessary to keep everyone safe and healthy.

As an elementary teacher and a mother to two young elementary aged children, it would be challenging, at the very least, to have students keep masks on. Cleaning and keeping supplies sanitary and maintaining student safety under strict protocols are also huge concerns. Again, very difficult for young, if not all, students to follow social distancing guidelines for 15 minutes, not to mention almost 7 hours of a school day, it is extremely risky due to the unpracticed and extensive precautions with no guarantee for the level of compliance. Requiring students to maintain social distance, not engage in play with peers and remain in their seats to avoid transmission would be a nearly impossible challenge, along with being developmentally inappropriate, causing anxiety and stress for all, not to mention a trauma-inducing environment that can have long-term mental health consequences. There are still so many unknowns when it comes to how coronavirus spreads and the long-term health consequences of contracting it. New research now suggests that this virus may be more aerosolized than previously thought, which poses an extra challenge for poorly ventilated indoor spaces, like retrofitted school buildings. Many

people, including children and teenagers, are experiencing the after-effects of infection, including significantly reduced lung capacity, damage to other organ systems, and a Kawasaki-like immune response. We cannot take these risks lightly. Because of the dynamic nature of the pandemic, given the current explosion of cases in our state, I am asking you to have staff work remotely from home during the virtual learning phase, or at least on a rotating schedule to minimize the number of people in a given school building on any given day to be consistent with CDC guidelines (especially regarding air ventilation/circulation and air quality). Also, considering back in May and June (when cases weren't nearly as high as now) teachers were restricted to 3 hour time blocks for cleaning out their classrooms. Additionally, I am asking you to vote no to the hybrid learning scenario, specifically option 2 (page 33-34 hard copy, page 36 electronic copy): elementary face-to-face/secondary distance learning. This plan would be reckless and endanger the lives of our youngest population by going from remote learning to face to face instruction for 5 days a week, without a transition period, which is what a hybrid model suggests. To clarify, hybrid learning scenario, option 1: Two-Day Rotation, if implementing a metric measurement for transition between phases is in place would potentially be an acceptable plan, but not option 2: Elementary face to face/secondary distance learning because your going from no in-person contact to full in-person contact.

Virtual learning can be very successful. I know I would have an easy and accessible virtual learning experience by including the following "live," synchronous daily virtual distance learning, along with daily asynchronous learning, class meetings using video conferencing, pre-recorded lessons and daily activities, resources including office hours and virtual parent student interaction to allow for relationship building and success. Parents and students would be able to access the learning at their convenience while having me available as needed. This is why I am asking you to ensure that the learning platform ie. Seesaw, specifically the procurement of additional LMS tools made available for our youngest learners in the district (as repeatedly mentioned in the proposal) is executed and followed through.

As a large urban district, we cannot compare our district to what other districts are doing. We need to look at what is best and safest for our families, educators, and community. At the moment, the situation requires online/virtual learning, to maintain safety. This is a pandemic and it is temporary, until more is learned about how to better control the virus and better, more effective drugs or therapies are found.

Please consider what is truly best and safest for our community by committing to online/virtual learning in the fall, as we continue to learn more about the virus, to keep all of us safe!

Respectfully,

Beth Manning

Sent from my iPhone

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## Submission of Written Testimony

Brent Halfwassen <brent@halfwassen.com>

Thu 7/16/2020 7:13 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

My children attend Milwaukee French Immersion School. As a parent of two young elementary age children, I find the proposal for phase 1 completely destructive to both the education of the elementary age children and to the working parents/caregivers who will be unfairly targeted under this proposal.

I urge the school board to reject the proposal as written and instead to immediately implement phase 2 regarding full time attendance for elementary age children.

- 1) Children in the earlier stages of elementary school do not have the attention span or patience to handle hours of remote education without in-person presence by an adult to provide appropriate supervision, structure, activities, and breaks.
- 2) Unlike at the end of the school year where teachers had been able to build on six months of educational baseline, this time students will be asked to not only recover from a spring and summer slide, but also to start learning new concepts under this poorly supervised system.
- 3) Participation rates in the spring term were frankly abysmal using the online tools provided to the students. Continued abysmal participation rates will only doom an entire class of students to be nearly a year behind in their educational attainment.
- 4) Working parents and caregivers, particularly those who have sole custodial care of the children, will be put in economic jeopardy by requiring them to either cease work to be present to supervise education that should be provided by the school system, or to commit child neglect and leave children under 10 at home unsupervised while they earn money to pay rent, feed their families, and pay utilities.
- 5) Last spring, when so many parents may have stopped working to support the end of in person schooling, there were much more robust unemployment and other leave support systems available to help bridge that time. Those enhanced benefits expire at the end of July and will not be available for the fall term. This policy forces unfair burdens on parents who are likely most vulnerable.
- 6) Therefore I urge the school board to reject the proposal on the table and instead to immediately implement phase 2 regarding full time attendance for elementary age children.

Brent Halfwassen  
[brent@halfwassen.com](mailto:brent@halfwassen.com)

*Remember to be proactive with safety and health, wash your hands thoroughly, maintain proper social distance, and support local restaurants by using curbside/drive-through services.*

*Together we can flatten the curve and save lives.*

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## submission of written testimony for 7/16 meeting

Cara Slingerland <cara.slingerland@gmail.com>

Thu 7/16/2020 10:08 AM

To: Governance <governance@milwaukee.k12.wi.us>

Cc: Miller, Larry F <millerlf@milwaukee.k12.wi.us>

**Caution External Source**

Hi Members of the Board:

As a MPS teacher and Milwaukee resident, I wanted to weigh in on the school reopening plan. I'll keep it concise as I know you have a lot to consider.

- Teachers need the flexibility to be able to work from home and we need this in writing. This will ensure instructional consistency, as if we are not feeling well, we can still teach and perform other duties safely from home.
- In March we did not have enough supplies to keep our students safe. I have not been able to find Lysol wipes since February. Until we have adequate supplies, it is not safe to return. To that point, the language in Posely's proposal about being safe to return needs to be clarified to include 14 straight days of declining cases before hybrid instruction can begin.
- I am a supporter of one calendar this year to streamline things for our families and to give early start teachers more time to plan for virtual instruction. If we bring the high school students back first, many younger students will be left alone at home with no one to watch them.

Thank you for your work during this difficult time.

Sincerely,

Cara Slingerland  
RUHS Teacher

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## Opening MPS schools

Cathy Cichon <cichonc@hotmail.com>

Thu 7/16/2020 11:19 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello MPS,

Thank you for giving me the opportunity to voice my opinion on the reopening of MPS schools in August 2020.

As a current high school teacher, I think it is not yet safe to return to the school building, even with protective measures.

I also do not think it would be in the best interest of students and their families. We are still hearing of hot spots and 2nd rounds of infection all over the country. Milwaukee is a big city and many of the classrooms are to full capacity with students. I don't think that alternating days would work, because it would still require more than 10 students in a class at one time. We do not have enough teachers to make class sizes any smaller

Furthermore, there are many virtual high schools online already. I think Milwaukee School District needs plan on providing teacher training for 100% distance learning at the high school level for this coming school year, at least until next Spring, and then reassess health conditions in the Spring of 2021.

Best regards for a safe year,  
Catherine Cichon

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**Attn: Director Sequanna Taylor**

Murphy, Chinyere &lt;murphyys@milwaukee.k12.wi.us&gt;

Thu 7/16/2020 9:19 AM

**To:** Governance <governance@milwaukee.k12.wi.us>

Hell, my name is Chinyere Murphy & I'm a Para in the 3rd District. I hope you & your loves ones are and will continue doing well in these trying times. During these challenging times I know coming up with the best compilation of components to cover all angles is not an easy task. Making sure the student body & staff stay safe is at the forefront of the school board members concern. At the same time insuring that the students get the educational & any additional support they need and all while taking care of your staff. In the document covering the results of the surveys, the focal points that have to be addressed so schools can reopening, student & family services and the virtual teaching structure. I also reviewed how Teachers & their Paras will work in conjunction to come up with lesson plans, interact with students virtually and conduct interactive groups so our children can have contact with us & each other, etc. I talked to Mrs. Czaplewski ( K-4 teacher I work with) about me working ahead of time on fun Science, History and how we will structure other activities. Based on a previous conversation with Mrs. Hmielewski (my principal) about my work ethic, it's not just important to the kids education, but as part of Mrs. Czaplewski & my work team and or any other team I've been part of to be present. I come rain, sleet, hail or snow storm by city bus from Greenfield and I also focus on my wellness not only for myself, but because my job depends on me staying healthy. I thought the correspondence between MPS staff and Wisconsin Senators was of critical importance. The staff survey was so important that I tried to email our entire staff roster about the survey just in case it got lost amongst other staff emails. The point of this email is I've tried to pride myself on being a good employee & I by all means not saying a perfect worker. Yet I hope I've proven to be a reliable employee that cares about my/our kids & try my best to work cohesively with others. Speaking for myself & based on conversations that I had with other staff, we are profoundly grateful for being able to retain our ability to take care of ourselves & our families. During these uncertain times being able to keep ones job alleviates a great deal of our burden & for that I am grateful to you and other school board members. Thanks for the time it took to read this.

## K-12 for the fall

Christina Williams <thatsortofbear@gmail.com>

Thu 7/16/2020 2:49 PM

To: Governance <governance@milwaukee.k12.wi.us>

|                                |
|--------------------------------|
| <b>Caution External Source</b> |
|--------------------------------|

Dear Mr. Miller and MPS Board,

I am very heartened to read the recent proposal that at least the first 30-45 of public K-12 instruction this fall will be online. If the COVID19 situation doesn't dramatically improve as we approach the end of that time period, I hope the board will prioritize safety over economic pressures (or even the "more ideal learning environment" concerns) and keep schooling online for as long as it takes for the risk to our students, teachers, and staff to dramatically decrease. Slow learning progress for a few months can be caught up on. But long-term health effects of COVID19 might not be surmountable. And certainly no learning progress can be made by kids who are dead. They cannot be helped by teachers who are dead. They will be far more traumatized by parents' or grandparents' deaths than they would be disadvantaged by a few more months of remote learning. This may sound like hyperbole, but it's not. It's a mathematical certainty: increase people's exposure to others, and more people will die. It's just a matter of how many and whom, and what educational, economic, and social benefits are deemed worth how many lives. And that's not even considering the great suffering endured short and long-term by those who get sick and survive.

One thing I have not seen adequately addressed, though, about the resumption to classroom instruction, whenever that may happen, is the issue of ventilation and shared air spaces.

As part of my job as the Chorus Manager for the MSO, I needed to understand the risks of eventually holding indoor choral rehearsals again. Thus, I have followed quite a bit of research about aerosol transmission, especially driven by vocalizing in enclosed spaces. Here's the thing: 6-foot distancing is entirely inadequate to reduce risk when sharing airspace over an extended period of time. Spacing out desks, putting up barriers, even wearing masks, though necessary steps to mitigate risk, are not entirely adequate to reduce risk to an acceptable level when kids and teachers in classrooms would be SHARING AIR FOR HOURS.

Larger respiratory droplets can be addressed by distance, barriers, and sanitation, but aerosol droplets cannot. One person's 6-foot radius of air does not stay around that person. It gets around the room. Aerosols can remain aloft and drifting for hours--especially in poorly ventilated spaces, which many classrooms (especially in older buildings) are. One asymptomatic carrier in a room with others over long periods of time can lead

many people in that room to contract the virus. The amount of potentially virus-laden respiratory droplets goes up if that person is vocalizing (and the louder or more sustained the vocalization, the greater the amount of droplets). I don't see anything in the proposed plans about the volume of indoor spaces (which is as important as the square footage of the footprint) or about improving the ventilation of such.

Something that should be considered before resumption of in-building schooling is how adequately classrooms are ventilated. Do they even have windows that open? Can doors be kept open? How is the HVAC/air exchange accomplished? How can the draw of air be directed with the opening of doors and windows and the updating/improvement of ventilation systems? Can filtration and/or UV light air sanitizing systems be installed?

Being in school is not like going to the grocery store (with people more dispersed and a massive volume of airspace in most stores), or even sitting in a restaurant (which is itself a high risk activity due to the time spent in shared airspace). Kids and teachers would be spending several hours a day, multiple days a week, in an environment in which they would be sharing air (and all the exhaled respiratory droplets that we can no longer ignore). It's not enough to say "kids aren't much affected." First of all, that is not known with any certainty yet. Second, it glosses over the kids who ARE affected and who may suffer long-term effects even if they survive. Even if the risk to children IS far less than that to adults, the risk to teachers and staff is significantly greater. Many teachers ARE in more vulnerable groups, whether due to demographics or preexisting health conditions or both. Teachers are often called upon to make sacrifices for their students. They spend extra time, purchase extra supplies with their own money, and sacrifice for the kids in innumerable ways. Their lives should not be a sacrifice they are asked to make.

I know macro and household economies are at stake, too. Many parents must work, and many cannot work from home. That could be addressed in a number of ways. The following is the best and sanest suggestion I have seen for how to handle the matter of parents who must work outside the home during school

hours: <http://www.suitcasescholar.com/2020/07/09/no-one-wins-but-no-one-dies-what-school-must-look-like-in-fall-of-2020/?fbclid=IwAR0ZmqLsIDUzRx1SZuDZKOvmjXDBmmhHRJ5TV0NIZUxWQrGz2mdR9qmGqfo>.

A friend's child's school district in Florida is encouraging all those families who CAN keep their kids home to learn online to do so, so that it is safer for those who CANNOT (by de-densifying classrooms and buses and by enabling social distancing). I hope such things will be considered here as well when it is safer for blended or in-school instruction to be attempted.

In the meantime, online schooling is safest--especially if resources can be focused on making that work and ameliorating the downsides and risks for vulnerable students and families. I hope you will keep all of us safer and plan for remote learning for as long as it takes to get the spread of COVID19 very much more under control.

Thank you for seeking our feedback and for your consideration of this perspective.

Sincerely,  
Christina Williams  
MPS parent

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## Meeting

Hart, Curtis M <hartcm1@milwaukee.k12.wi.us>

Thu 7/16/2020 11:43 AM

To: Governance <governance@milwaukee.k12.wi.us>

Hello,

I would like to ask a question regarding the opening of school in September. I understand that the district is looking at remote learning to start the school year. I found it challenging to work from home because of lack of equipment from my classroom. I would like to know if I could teach from my classroom when school opens in September. My piano, musical equipment and books are all in my classroom and I feel that I could educate my students better if I had all of my equipment and materials to teach remotely. Could this be a possibility?

Thank you for your time,

Curt Hart

Music Specialist

Fairview School

## School Re-opening

Daniela Valeriano <valerianodaniela2003@gmail.com>

Thu 7/16/2020 11:58 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

My name is Daniela Valeriano I live at 1542 s 34th st and im about to be a senior at Ronald Reagan High School. I'd like to share my feelings about reopening.

After reading the superintendent's recommendations for reopening, I'm generally pleased to see what was in the document. However, I do not know why we are continuing with two calendars? 62% of students/parents surveyed said MPS should begin school on a traditional or late start calendar. 55% of staff said schools should begin on a traditional or late start calendar.

I also think that having a later start date gives all of our students a better chance for in person instruction later in the year if Covid subsides a bit. In addition, I think the 2 calendar start dates is confusing to parents with little or no advantage to the students especially during this pandemic. Furthermore, students with more significant disabilities struggle considerable in a virtual format so a later start would possibly allow for more face to face instruction later.

Thanks for your time and enjoy the rest of your summer. Take care.

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## MPS reopening proposal comments

Elizabeth Sedita <ejsedita@gmail.com>

Thu 7/16/2020 2:42 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Director Miller and members of the Board,

I write to you to express my support for the Milwaukee Public Schools 2020-2021 reopening plan. As a Speech Language Pathologist (SLP) for MPS I struggle to not want to go back face to face, but know that the current state of the COVID-19 spread will not allow for a safe return. My students would benefit from face to face instruction, but again I'm not sure how I would do emotionally knowing a coworker, student, and/or family fell ill because we returned too early.

I would like the administration and the School Board to consider, while we are engaging students virtually in phase 1, to give us flexibility to work from school or home. If we are required to work from school our flexibility to parents would be limited to school hours, 9am to 4pm; however if granted the flexibility we could accommodate parents schedules. For example, if a parent was able to make a 4:45pm therapy session I would be willing to make that accommodation if I was given the professional flexibility, much like we were given during the Spring of 2020.

While I have many, many questions related to Speech Language Pathologist's expectations, coverage and PPE related to phase 2 and 3, I will close for now and hold those questions until further decisions are made related to the proposed plan.

Thank you for all your work you do to support educators, staff, and students. Despite the many unknowns and obstacles, I know if we all work together and keep lines of communication open we can make the 2020-2021 school year a great one!

Elizabeth Sedita  
Speech Language Pathologist  
Milwaukee Parkside

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## MPS 2021 School Reopening

Ertrök Design <ertrok@gmail.com>

Thu 7/16/2020 10:06 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

To Whom It May Concern,

I just wanted to thank you all for the thoughtful consideration of re-opening MPS. As a parent with a kindergartener and a 2nd grader, I would even be understanding if the schools can't open until next year. So, I do appreciate that you're open to taking things a few months at a time.

The state re-opening early has really jeopardized our children's opportunity to go back to school safely. Coming from a household where my wife also has consequential pre-existing conditions, I would be concerned about my children getting ill and taking that a step further, bringing the virus home. I know both my kids have been understanding of the situation, but perhaps Kindergarten would even become a half-day? The reason being, I was one who does think masks are important and at the same time, know my 5-year-old has a difficult time wanting to keep it on as long as the 8-year-old.

Overall, I feel like the proposed plan came together well, thank you for all the thoughtful consideration. We really enjoy Parkside and appreciate the teachers who have worked tirelessly there during the pandemic to help our children.

Best,

Eric

--

262.490.4083 /// [ertrok@gmail.com](mailto:ertrok@gmail.com) /// [www.ertrok.com](http://www.ertrok.com)

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## Testimony on reopening of MPS - Board Meeting 7/16

Erin Flood Harrison <efloodharrison@yahoo.com>

Thu 7/16/2020 1:48 PM

To: Governance <governance@milwaukee.k12.wi.us>

Cc: Adrienne R Cizek <adrienne.cizek@gmail.com>; Paul Cizek <cizekcizek@gmail.com>; petersmak@gmail.com <petersmak@gmail.com>

**Caution External Source**

Dear Milwaukee School Board members,

As Milwaukee Public Schools prepare to reopen in some form during these uncertain times, eight schools in particular are at an increased disadvantage. Humboldt Park School, where two of my children attend, along with seven other schools, had to make the largest sacrifice for the three-tier busing model to come into existence. As a result, these schools could also incur the largest budgetary losses.

Many families have voiced their disapproval of the schedule change and vow to transfer their children to another school or simply move. This loss of students to Humboldt Park School would lead to a lower enrollment rate, which would lead to our budget being cut.

Our school's budget was finalized in late winter after several SEC meetings and countless hours put in by our school's principal. In addition, teachers, parents and administrators spent hours interviewing teacher and paraprofessional candidates, both in-person and virtually, based on our budget.

While I, and many others, are willing to make a much larger sacrifice by drastically altering our school community's start and end time, I am not willing to make an additional sacrifice to our budget which would likely lead to fewer teachers, fewer support staff, fewer electives such as gym, music and art, and larger classes and split-grade classrooms.

Our school administration crafted budgets for the 20-21 school year in good faith, anticipating enrollment based on our previous schedule. The 3-tier busing and schedule change was introduced well after budgets were submitted and yet may still have a significant impact on our enrollment. According to David Solik, director of transportation, the district decided to make this decision, in light of the pandemic. As a result, the district has the responsibility to ensure a one-year budget offset or supplement because of a potential decrease in enrollment. We eight schools are taking the biggest hit for the district to save large amounts of money on transportation, and therefore should not be negatively impacted on two fronts--a significant change in our schedule *and* a decrease in our funding.

I ask that the MPS district commit to keeping the proposed budgets of the eight schools who have been selected to carry the bulk of the burden created by the new 3-tier busing plan, despite any decrease in student enrollment for the 20-21 school year. After a grace period of one year, these eight schools, with a reasonable amount of time to adjust and plan for an anticipated decrease in enrollment, will be

assigned more logical and accurate “meet or beat” numbers that they can plan, budget and hire for accordingly.

Sincerely,

Erin Flood-Harrison  
2838 S Herman Street  
Milwaukee WI 53207

Sent from my iPhone

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## For tonight's meeting

Gloria Linski <glinski09@gmail.com>

Thu 7/16/2020 1:14 PM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

My name is Gloria Linski, I go to Ronald Reagan high school. I'd like to share our feelings about reopening...

After reading the superintendent's recommendations for reopening, I'm generally pleased to see what was in the document. However, I do not know why we are continuing with two calendars? 62% of students/parents surveyed said MPS should begin school on a traditional or late start calendar. 55% of staff said schools should begin on a traditional or late start calendar.

I also think that having a later start date gives all of our students a better chance for in person instruction later in the year if Covid subsides a bit. In addition, I think the 2 calendar start dates is confusing to parents with little or no advantage to the students especially during this pandemic. Furthermore, students with more significant disabilities struggle considerable in a virtual format so a later start would possibly allow for more face to face instruction later.

Thanks for your time and enjoy the rest of your summer. Take care.

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## Roadmap to Readiness Questions

Holly McCoy <holly@ynpnmke.org>

Thu 7/16/2020 2:59 PM

To: Governance <governance@milwaukee.k12.wi.us>

 1 attachments (17 KB)

MPS Roadmap Questions and Comments\_Holly McCoy.docx;

### **Caution External Source**

Here are questions I have about the Roadmap to Readiness. I have attached them in a document.

Holly McCoy

Parent of Taylynn (recent graduate of MHSA), Natasha (MHSA), Makayla, David, and Bentley (Greenfield Bilingual)

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**Page 32:**

MPS is considering having teachers on-site to deliver virtual instruction.

Why?

Maybe try a staggered approach for teachers and assign a full prep day on-site vs the proposed prep schedule of 4 hours a week (which is not consistent throughout)? 4 hours of prep is not enough time to develop meaningful virtual lessons.

Why make teachers come in? There is a way to approach this with an accountability and humanity lens at the same time.

**Page 33 & 34:**

“One of the most important measures to consider is the ability to reduce class size to minimize the risks to the health and safety of students and staff.”

How will classes of 40 students be minimized or split into group/cohort A or B, when many schools are already over-capacity during a traditional school year? The classroom models provided are nearly impossible to implement with the current building capacity and student enrollment numbers, unless MPS is considering using gyms and other rooms as learning spaces?

Programming Option #1: Two-Day Rotation

If Hybrid is being considered, this is the best option. Middle and high school students should have some in-person instruction in a hybrid model, not just elementary. Research is cited for this reasoning, but not the specific research linked to the resources in the appendix. Research is relative. Many MPS students are not where they could be academically, and this is an opportunity to maximize smaller class size opportunities across the district to give individual attention to students and help drive depth of knowledge during virtual instruction.

**Page 36:**

The verbs used in preventative measures are not consistent with implications and explicit language used in the rest of this document:

- “Students and staff **should** use face coverings” = **must**
- “~~Allow~~ all students ~~to~~ wash or sanitize hands as they enter school or buses” = **must**

**Page 37:**

“The district will provide school leaders a formula for determining the capacity of each of their spaces in their buildings.”

Who will follow up and make sure this is done? Where is specific accountability named? Does the principal submit their plan for following the recommendations? What does this look like?

**Page 38:**

In theory, the “cleaning and disinfecting” bullet points are great, but buildings have historically not been maintained or properly cleaned before COVID-19, is this realistic?

**Page 43:**

Throughout Academic Expectations section, there is a lot of educational jargon that sounds great with little to no actual plan for how those strategies and/or concepts will be implemented.

“**Inclusive integration** requires a framework for equal rights, responsibilities and opportunities for all, as well as policies to foster intercultural interaction, understanding and participation on the ground. The former is primarily the task of national authorities; the latter relies on cities.” (Google search)

What policies does MPS have or will create to support inclusive integration within the virtual and hybrid context?

How will the district clearly communicate with families about the expectations of the school year? Will this be done by individual schools? Will this be done by a teacher and their roster? BE SPECIFIC!!!

**Page 46:**

Blended Instruction (assuming MPS is using hybrid and blended interchangeably) option 1 is not laid out consistently with how it is presented on page 33.

Page 46, Option 1 is a great model for blended/hybrid in-person instruction because there is one full day in-between the student group cohorts. I see this as a great opportunity for at-home-8-hour planning days for teachers : ) and 8 hours of deep cleaning for buildings.

Will cohorts be determined by the individual schools? Will central office attempt this large task? Is there a way to look at students requiring IEP academic supports first and then determine the cohorts based on how to maximize supportive academic needs?

**Page 51:**

“Teachers should conduct weekly check-ins with students and/or families regarding learning for that week”

This could be defined better. Does this mean a weekly update with lessons and objectives, what is expected for parents to check, what the teacher will cover virtually, etc.?

**Page 52:**

“While most of the learning will be self-guided...”

Wait, is MPS saying that all of the “maps” (page 53) for expected virtual learning will not necessarily be followed? Will this be a repeat of spring 2020?

The minimal expectations for actual virtual connection are an option? Who holds who accountable?

This part on actual charts for expectations needs to be clear. Are you actually offering virtual instruction or is this document performative? Why create a minimal expectation as the starting point? Shouldn't

this be on a scale, and with what MPS optimally wants and expects from each of those involved explicitly?

**Page 53:**

Example schedule only include 4 hours of prep time. This is not enough time to plan effective online instruction.

**Page 55:**

The “virtual instruction considerations” are appreciated, where are the solutions? What is the districts roadmap to solutions to these considerations?

**Page 63:**

School leaders only have two bullets in the expectations. What does this actually look like? There are several opportunities to enhance current roles by changing the scope of responsibilities to better align with a virtual school model. Embrace the opportunities!

**Page 70 and beyond:**

“Create predictability”- this comes from consistency...

Consistency requires a framework that supports accountability at all levels, not jargon without substance and an actual plan.

**Page 92:**

“One of the main struggles during the spring that many group participants voiced was the parents did not necessarily know how to support their kids on Google classroom utilizing the Chromebook”

While this comment came from somewhere, I know from personal experience that very few assignments were being distributed through Google classroom. This comment appears deflating. The district needs accountability for online instruction to occur. Many schools did not use Google classroom, that is why it was an issue first. Let’s support the parents after we figure out how MPS will deliver virtual learning.

**Page 94:**

“Prioritize what resources should be printed at the Stop, Grab, and Go sites and at the schools”

The entire roadmap implies that MPS will move to virtual learning. If virtual learning is occurring, shouldn’t each school and its respective teachers determine the resources and pick-up schedule? Shouldn’t those resources supplement the instruction occurring virtually? Is best practice from resources being considered? Will MPS only offer resources again and then deflect from usage of Google classroom and hangout for actual virtual instruction?

**Page 120:**

“Please note that this will result in some routine work that would typically be completed by the 125 building service helpers...”

How will facilities really be maintained? I know this mentions additional hires, but MPS would have to commit to the 215 people. Is it realistic to hire almost 100 individuals in the next two months? How will their health and safety be protected? Who will make sure that proper cleaning and sanitizing is occurring? What type of cleaning audit will occur?

**Page 131:**

MPS should most likely plan and prepare for 20-21 being either Phase 1 or Phase 2. Phase 3 seems extra and the focus should be on provided quality education.



## school reopening

Hrysanthi Kinis <4santhiroo@gmail.com>

Thu 7/16/2020 1:30 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Picture Covid as a school shooter. Would you send kids and staff into the line of fire? Of course not. As teachers, we are always preparing for the what-ifs of a school shooter. We are prepared to die protecting our students if needed. But to willingly walk our students or staff members into an area where danger will almost certainly occur, we would never do. Covid cases are up, not down. Children are, in fact, testing positive in our city. Bars and many restaurants are closed or opening and closing again as employees test positive. Many office workers have been told they will be working remotely until at least January 1st. Why would we do anything different for our students and staff?

As a 20+ year educator with a high-risk personal situation (congenital heart defect and only one lung working fully) and with a worry for my students (at least three of whom have already had a case of Covid in their families early on in this pandemic) and a worry for the 85-year-old parent I help care for, I applaud the plan to keep schools closed for the safety of all.

I believe it is a brave thing to do because it is all too easy for less hard-hit suburban and rural areas to say open up, and for smaller less-impacted districts to find additional space, cleaning personnel, etc. to make following safety guidelines possible. We are not that area. What is right for them is not safe for us.

Let's face it, our schools and classrooms are packed to the gills (30 plus at least in my room every year), young kids are not able to socially distance, nor is it mentally healthy for them to do so when surrounded by their friends.

Maintain a clean/disinfected environment? I don't have high hopes for our cleaning team to be able to do this. Teachers are the ones who will need to disinfect spaces and items (my classroom was only truly deep-mopped TWICE last year, and when asked to have it done more often, I was told they only have time to "spot-mop", so I took it upon myself to start mopping my own floor). There is NO way you can disinfect everything all the time, and the bathrooms, hallways, drinking fountains (have you seen kids put their mouths on those???), etc. would just be a nightmare. Do I like teaching virtually? No, no, no! But is it the best and safest option for all? Yes, yes, and YES! Every other option is gambling with people's lives at this point. There is not a number you can put on people's lives. If "only" ten people would die, that doesn't make it okay. If one person dies, still not okay.

I would encourage you to not only protect your students, but to also make the working on site optional for staff. Some of us need to work from home for our safety or that of the

elderly parents we care for (for me, both). (I can count at least five staff members and there's probably more at my school that are obviously high-risk themselves, and I can't even guess how many more have children or husbands or parents they have at home that are high-risk).

I understand that some staff might want to be in the building. Good for them. Give them that option. I would personally love to be able to access the building to pick up resources as I begin different units, but cannot be around so many people (even adults) every day, sharing not-well-ventilated bathrooms, hallways, rooms. My doctor still has me isolating at home now after things in the community have opened up. He has told me, "You are not other people. You can't afford to take the risk."

I am starting to plan for virtual teaching. I have already started thinking about how to baggie up learning materials to give/drop off no-contact to students to allow for more hands-on, deeper level learning at home, unit by unit, and what virtual sites/assignments can go with that. If we go back to in-classroom, it will NOT be normal anyway. There will be no cooperative, hands-on, working with partners, moving around the room, games, exploring, etc. type activities if we are to be in person in the classroom. We can't be near other humans safely yet. Our time will be spent enforcing the distance, and keeping items clean, not focused on content. What do I do when a child vomits? bleeds? cries? pees on themselves. I cannot get near them. It is not safe for me. Can I count on our nurse or cleaning crew to do it instead? What if they are high risk? And we don't have enough cleaning crew as it is.

We as teachers simply don't have the ability to disinfect everything kids touch. And we certainly don't have the space to put students six feet apart, not even half a class would be able to do this in our rooms. Do we get plexiglass partitions? And how do I console an upset student when I don't feel safe to get near them? How do I as high-risk, deal with students that approach me without warning? I love my job, but I am not willing to die for it for an illness that we can prevent by isolating.

Please do the right thing and think about virtual for at least one trimester, if not more, until the Covid is truly under control in our area or there is a treatment. Allow staff to stay safe at home too, especially those at higher-risk, but with access to supplies/classrooms on a regular basis. Please do not open until it is safe to do so. Yes, make sure all staff are working. That is a supervisor's job!!! Our principal checked on our plans, and checked in with us regularly. Accountability is one thing, but do not risk our lives by forcing those of us at risk to be in buildings.

Wishing you the strength to do what is right even with the backlash that will come with it. There are no easy answers, but there is the safest answer.

Sincerely,  
Hrysanthi Kinis  
Teacher

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

**Attn: Director Tony Baez**

Isabella Vecellio <isabellavecchio@gmail.com>

Thu 7/16/2020 11:38 AM

**To:** Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Please let us have a traditional start school year!

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## School reopening

cosmeivelisse <cosmeivelisse@yahoo.com>

Thu 7/16/2020 2:38 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Good afternoon everyone. My name is Ivelisse Cosme. I am the mother of two MPS students. My daughter goes to Reagan, my youngest son goes to MSIS. My oldest son is not in school but has a disability and suffers from asthma. My youngest son and myself have asthma also. I am a single parent taking care of my son with disability. If you force me to send my kids to school you are putting at risk our lives. There are times when people have the virus and they don't show any symptoms and go home infect someone with a condition that can present problems, complications and even death. If I get infected and die, who is going to take care of my son with disabilities? Who is going to take care of my kids if something happens to me? My family have been doing the quarantine since March. I don't feel comfortable sending my kids to school until there's a vaccine. People that have family members with a hi risk condition should have the option to continue doing online learning.

Sincerely,

Ivelisse Cosme

(414)732-9829

Sent from my Sprint Samsung Galaxy S9.

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## Re 4 day class and Fridays virtual

Jack Rodriguez <jackrodriguez31@yahoo.com>

Thu 7/16/2020 10:06 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Good morning

I am emailing because I would consider this a fair choice. It may be a little difficult due to my work schedule but I can find a work around.

[Sent from Yahoo Mail for iPhone](#)

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## Written testimony MPS Reopening Plan

Jeremy Lucas <inspectorlucas@gmail.com>

Thu 7/16/2020 8:19 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

MPS Board,

It is imperative that the different phases for reopening are tied to specific metrics that are publicly available. I suggest that the plan be revised to link directly to the Milwaukee County [dashboard](#) with the five indicators of cases, testing, care, PPE and tracing.

Without these specific metrics that are transparent to the public, there will be confusion and distrust.

--

Jeremy Lucas  
414-403-7290

**This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.**

**Attn: Director Tony Baez**

Jose Perez <joseperez0215@icloud.com>

Thu 7/16/2020 11:50 AM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

My name is Jose Perez I live in your district (6th) and I'd like to share our feelings about reopening...

After reading the superintendent's recommendations for reopening, I'm generally pleased to see what was in the document. However, I do not know why we are continuing with two calendars? 62% of students/parents surveyed said MPS should begin school on a traditional or late start calendar. 55% of staff said schools should begin on a traditional or late start calendar.

I also think that having a later start date gives all of our students a better chance for in person instruction later in the year if Covid subsides a bit. In addition, I think the 2 calendar start dates is confusing to parents with little or no advantage to the students especially during this pandemic. Furthermore, students with more significant disabilities struggle considerable in a virtual format so a later start would possibly allow for more face to face instruction later.

Thanks for your time and enjoy the rest of your summer. Take care.

Sincerely,  
Jose Perez

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## Rejecting Your Proposed School Re-opening Plan

Joshua Fritz <joshuafrtiz.dc@gmail.com>

Thu 7/16/2020 7:57 AM

To: Governance <governance@milwaukee.k12.wi.us>

Dear, Dr. Posley and Board of Directors,

I would like to start off stating clearly that I don't just disagree with your reopening plan, I reject it in full.

Since the beginning of the coronavirus pandemic we have been told that we need to "Follow the science." However, all we hear when talking about school reopening is a bunch of what if statements. What if a kid gets sick? What if a teacher gets sick? What if this happens? What if that happens?

Well why don't we start "following the science" which tells us, unequivocally, that in person learning is the best form of education and anything else is going to have detrimental effects on our children's educational, emotional and social development that may last their entire lifetime. Science is telling us that people under 60, and children in particular, are the least at risk from covid. Science is telling us that there are only 7,977 confirmed active cases of Covid in all of Wisconsin... which is just one tenth of one percent of the population. Science is telling us that there are steps we can take to protect ourselves and our children from catching and transmitting the virus.

You clearly aren't "listening to the science" in your decision. Nor are you listening to the experts or the people you serve. The American Academy of Pediatrics has recommended opening schools. Nearly half of the parents who responded want in classroom 5 day a week education for their children. That goes up to nearly 76% when you add in a virtual option for those that don't don't feel comfortable to return.

You aren't even listening to yourselves. In your very own survey of "What we have Learned" just some of the downfalls of virtual learning are:

- Inequity of instruction across the district. Delivery of on-line instruction has not been consistent among teachers.
- Remote learning has not worked very well for many of our families. There have been a number of barriers such as technology issues, understanding how to use the technology, reaching the teacher.
- Staff need to return to their buildings to ensure consistency.
- Teachers need to be able to plan and collaborate with each other and with building leaders.
- Consistent student-to-student and student-to-staff interaction and socialization.

None of this even takes into account the logistical **IMPOSSIBILITY** of virtual learning for many families. Single parent households and two working parent households simply **CANNOT** coordinate distance learning at the times required for a proper education. What are we supposed to do? Rely on an unskilled daycare employee who is in charge of 20+ children to be able to remember which kid at what times need to be online in time for classwork? Then have them manage technology for us, make sure the child is actively participating and still watch all of the other children?

If essential employees like grocery store workers, warehouse and production employees and delivery drivers can show up to work, seemingly without incident, then certainly teachers and staff can do the

same.

Your phased reopening is wrong and simply will not work. We love the school our children are in, but it is not the building itself, it is the community and the quality education we feel the children are getting that makes the school so special. Virtual learning takes all of that away. Without a quality education, without the community, the school becomes just a building and therefore not necessary. If in person learning does not resume, as heart breaking as it would be, we will be forced to seek an alternative education for our children to ensure that they have the best possible start to their young lives that we can give them.

Sincerely,  
Joshua Fritz  
4031 S Hanson Ave  
Milwaukee

## Rejecting Your Proposed School Re-opening Plan

Joshua Fritz <joshuafriz.dc@gmail.com>

Thu 7/16/2020 7:57 AM

To: Governance <governance@milwaukee.k12.wi.us>

 1 attachments (62 KB)

Rejecting Your Proposed School Re-opening Plan;

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## Thursday meeting

Karen Kubacki <dullkl@yahoo.com>

Thu 7/16/2020 1:38 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Hello- I am writing to express my concern about the virtual teaching for the next year. I think the proposal sounds like a good plan I am just concerned about how we are going to hold teacher accountable for teaching if they can teach from home. When we went virtual this past spring one of my daughters did an outstanding job and teaching to her students. My other daughter did not. He teacher maybe had them do 20 minutes of reading a text and completing answers. That was it. Zoom meetings were social times, and once a week a history lesson. I contacted the teacher, and the principal (multiple times)about my concerns and was told everyone was doing their best. In the end that teacher took the last week off due to neck pain from the computer and my daughter had a sub. The sub did her best but what a waste. I am considering all my options at this point. I have looked into switching schools and homeschooling. I appreciate that this spring was unexpected and teachers were thrown into it. That is no longer the case. We need teachers to teach now more then ever. Please form a plan that holds teacher and principals accountable for teaching our students in these unprecedented times.

Karen Kubacki

Sent from my iPhone

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**Attn: Director Megan O'Halloran**

Karyssa Lowe <karyssalk@icloud.com>

Thu 7/16/2020 11:51 AM

**To:** Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Good Morning,

My name is Karyssa Lowe. I will be a senior at Ronald Reagan High School on Milwaukee's south side. I am emailing to inform you of my opinion on the early start calendar. I believe that it is in the best interest of the students and staff to have all schools follow the traditional calendar. Not only will waiting another month to start school benefit low income students, but it could also decrease the time of online learning. Those who are disabled and who have more of a challenging time learning online will benefit from waiting. I believe that it is in the best interest of my school's community to follow the traditional school calendar.

Thank you,  
Karyssa Lowe

Sent from my iPhone

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## Mps reopening plan comment

Laura p <laura.pizur@gmail.com>

Thu 7/16/2020 11:57 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

As a resident of Milwaukee I am very concerned about the health and safety of not only our children, but of the mps staff and teachers, who are being asked to risk their lives by reopening in person learning. As covid cases are on the rise in Wisconsin and across the nation, having in person classes puts everyone at risk. The fact that the meeting to discuss reopening will be held virtually is very telling.

30 days is not a long enough duration to guarantee only virtual learning. It should be extended, perhaps to the full first semester. This virus is not under control, and I hope the board has the will to resist political pressure to ignore this pandemic and focus instead on scientific data and health experts.

Laura Pizur

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## Fall 2020 Reopening

Lola Flores <lola726flores@gmail.com>

Thu 7/16/2020 12:10 PM

To: Mizialkoa@mtea.weac.org <Mizialkoa@mtea.weac.org>; Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Hi my name is Lola Flores and I'm going to be a senior at Ronald Reagan High School next year. I'm writing about this upcoming school year and how I believe it should work.

I personally believe that we should stick to traditional schooling overall though maybe have the option for people if they'd prefer to stay home and be taught online. I think this would just be best because I know that there are many people out there who would not be able to learn very well if they are only taught online. I am included in those people and I understand the concern from the pandemic, but I'm worried that I will end up failing my senior year because I am not being taught in the way that I am best taught. I also know people who have many younger siblings and if we start online schooling for everyone, it will cause them to have to look after them everyday and therefore be less able to do their own schoolwork. We want everyone to be able to thrive in this year even with everything going on but if we have virtual schooling then these people will be at a greater disadvantage.

I think that perhaps we should wait to start school until a little later just so that the world has got more time to figure out what's going on with covid 19 and therefore become a bit safer.

Thank you for your time and please consider my opinions. Take care, be safe.

Lola Flores

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## Submission of Written Testimony

loyalty4ever49@yahoo.com <loyalty4ever49@yahoo.com>

Thu 7/16/2020 9:47 AM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Good evening,

When the Superintendent suggests that schools will be going to virtual learning for students how will that impact all classified staff members? What will Paraprofessionals, Secretaries, HCAs schedules look like? Will Secretaries be allowed to work from home like teachers? Will paraprofessionals be working in conjunction with teachers with students from home virtually? What will HCA's be assigned to do during this time of virtual learning? I also would like to know what protective measures are going to be put in place to protect Secretaries in the office? Will protective barriers be installed on office counters to protect front line Secretaries? As of today nothing has been done for those that have already returned to schools. If we are going to go to virtual learning and work from home all classified workers need to know what exactly ESSENTIAL WORK is supposed to be if they are asked to report to a school building to perform a task.

Thank you in advance,

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(No subject)

lydia crape <lydia.crape2949@gmail.com>

Thu 7/16/2020 11:34 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

As a teacher, what guarantee do I have that MPS will provide all the cleaning and sanitation supplies that I need. Because the district is as large as it is, I understand sometimes classes aren't scrubbed, as teachers see fit, but I cannot afford to bear the burden of purchasing the necessary supplies for both my daily lessons, cleaning and sanitation.

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## Traditional Start

Lydia Ashley <lydiazajicheck@gmail.com>

Thu 7/16/2020 11:07 AM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

Dear Ms. Herndon,

My name is Lydia Zajicheck and I would like to voice my concerns on the school board meeting tonight. I am asking you to vote traditional start for all scholars this school year. By not voting traditional start, we are putting low income children at risk. As well, students with severe disabilities. Students with severe disabilities cannot learn online. If you were to vote traditional start, there would be more of an opportunity to have in person class longer. From last semester, we have learned that it is very hard for the district to learn online. This is why we need to vote traditional start, so COVID-19 will be more likely to die down. Furthermore, more in class time will be permitted.

Thank you,

Lydia Zajicheck

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## Virtual learning for the fall

Kini <kinimira1@yahoo.com>

Thu 7/16/2020 11:04 AM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

As a parent I'm concerned about the future of the students that attend MPS. If the decision is made for all students to attend virtually until it is safe for them to attend in person, who will supervise the children to do so? If parents are at work and the children are not capable of working independently what arrangements will be made on the behalf of MPS to ensure that children will be getting what they need to understand the virtual instructions? This is just one concern that I have regarding the decision that will be made about this matter. Will MPS also be implementing ways to support families and childcare providers once this decision is made? I would like to be informed once the decision is made so that I can be prepared on my end.

Thank you,  
Makini Triplett

Sent from my iPhone

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## Submission of Written Testimony

Mandy Castillo <mandy\_meekma@hotmail.com>

Thu 7/16/2020 1:30 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello,

My name is Mandy and I am a parent of two MPS children. I would like to propose the following question during the board meeting tonight. Please confirm you received my e-mail.

**“Research has shown that minorities and/or people of color have an educational disadvantage. The majority of MPS students are minority/of color. How was this considered when making the decision to recommend virtual learning rather than opening schools”?**

Thank you,

Mandy  
(608)697-3105

Sent from [Mail](#) for Windows 10

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## Questions/ Feedback for Thursday Reopening Vote

Marina Dimitrijevic <mdbfly21@gmail.com>

Thu 7/16/2020 8:27 AM

To: Governance <governance@milwaukee.k12.wi.us>

Cc: OHalloran, Megan <ohallomm@milwaukee.k12.wi.us>

Caution External Source

I am a proud MPS graduate and parent of a K4 student at Bay View Montessori. Thank you for your work to prioritize the safety of our children and staff during this pandemic. Here are the questions I have about the draft plan:

1. When/if in person school resumes -will it be mandatory or optional ? Especially if students have an at risk person at home?
2. Will class sizes be reduced to allow for social distancing ?
3. Will PPE be given to all teachers and staff?
4. Who decides when the gaing criteria has been met to move to the next phase? Will you make public the gaing criteria ? What is the criteria to move to the next phase ?
5. What if schools are in a phase and the the pandemic worsens and cases increase ? Who decides and when to go backwards -towards phase 1 of cases spike again?
6. What is the detailed protocol for if an outbreak happens in a school?

Marina Dimitrijevic

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## More comments about the Reopening Plan

littlemaryw <littlemaryw@yahoo.com>

Thu 7/16/2020 10:58 AM

To: Governance <governance@milwaukee.k12.wi.us>

Cc: Mizialko, Amy N <mizialan@milwaukee.k12.wi.us>

**Caution External Source**

Dear Members of the School Board,

I sent 1 email with concerns, but I have a few more once seeing the proposed plan.

Another concern I have is being able to service the Spec Ed students who are more severe as stated in the plan...how, when, where will they be serviced if they are face to face? Phase 1 I thought was all virtual so how can this be implemented?

And when we return for Phase 2, how will the Spec Ed students be serviced in a full inclusion Early Childhood classroom like mine? I do not want any other adults in the room with me (Spec.Ed.teacher, para, OT, PT, Spec/Lang. THIS NEEDS TO BE ADDRESSED.

Also, we have Spec Ed classes that are supposed to share rooms this year....that could be a potential of a high number of students and as many as 6 adults or more for both units being serviced....THAT IS UNACCEPTABLE!

There are so many details that need to be addressed in the plan and not just skimmed over or broadly stated.

Thank you for your consideration to make the best choices.

Mary Weinberger

Sent from my Verizon, Samsung Galaxy smartphone

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## Fall Semester Decision Making

Sanders, Matthew <sanderm1@milwaukee.k12.wi.us>

Thu 7/16/2020 1:29 PM

To: Governance <governance@milwaukee.k12.wi.us>

Dear MPS School Board,

I teach at Reagan High School, and I am emailing you about the upcoming Fall semester. Understandably, much is still up in the air regarding class format, safety procedures, etc. I am almost certain that you are receiving many emails these days, with input from all stakeholders involved in these momentous decisions. I will not pretend to understand all of the intricacies involved, but I also will not waste your time with any detailed suggestions.

My plea can be summarized rather simply: In whatever decisions the Board makes, I ask you to attempt to maximize local (school-level) control in implementation. At Reagan, most of us believe that we have a pretty good handle on the social, emotional, and academic situations of our students. We care deeply about our students, and their well being. If you empower us to craft the school experience, as best we can, we will strive to maximize student well being and academic success.

Thank you for your time. I really appreciate your attention to these matters, considering the gravity of the decisions at hand.

Sincerely,

--Matt Sanders

Biology and Psychology teacher  
Reagan High School

**Matt Sanders**

Science Department  
Humanities Department  
Ronald Reagan High School  
[sanderm1@milwaukee.k12.wi.us](mailto:sanderm1@milwaukee.k12.wi.us)  
414-304-6259

## Traditional Start

Michael Guevarra <michaelguevarra44@yahoo.com>

Thu 7/16/2020 11:42 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Dear Ms. O'Halloran,

Vote traditional start for all students this semester. If we wait to start school, us as students will have more of an opportunity to have less online school and more in person learning. As a upcoming senior, I really want to make the best out of my last year. Being able to have more in person classes and being able to see the people I've grown with every single day for the past three years would be amazing, considering these awful circumstances. Not only that, but students and scholars with disabilities are unable to learn online. Starting school earlier will affect low income students. Virtual learning is hard for most of the district. With early start, some scholars will have to take care of their younger siblings, all while trying to do their online schooling. Please please please, consider voting for traditional schooling, as early start will definitely affect many people, not in a good way.

Thank you,

Michael Guevarra

[Sent from Yahoo Mail for iPhone](#)

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July 16, 2020

## Coalition of Milwaukee community organizations outlines criteria for reopening MPS

Milwaukee community organizations including the Milwaukee Teachers' Education Association (MTEA), Leaders Igniting Transformation (LIT), Black Leaders Organizing Communities (BLOC), Voces de la Frontera, Youth Empowered in the Struggle (YES), Parents for Public Schools (PPS) Milwaukee, Schools and Communities United (SCU), the Working Families Party and Citizen Action of Wisconsin issued the following joint statement outlining criteria for a future reopening of Milwaukee Public Schools for in-person instruction:

Our coalition agrees that Superintendent Posley is right to protect the health and safety of students, staff, their families, and our community by beginning the 2020-2021 school year virtually. This pandemic is a public health disaster and a community response is needed to bring it under control. The MPS School Board should approve this plan and direct the Administration to immediately begin working to improve crisis distance teaching and learning for students and families. Our organizations are prepared to work with the Administration to make the best crisis learning solution for this dangerous and unfortunate situation, and to ensure equitable access for all students. We call on our

local and state elected officials to take immediate, bold action to gain control of this disaster and defend our communities which our public schools are part of.

First, our State, County, and City governments must act immediately to control and prevent community spread of the COVID-19 virus that disproportionately affects our Black, Brown, and low-income communities. The public good must be valued over profits.

- Milwaukee must move back Phase 2 of the *Moving Milwaukee Forward Plan* and reimplement public health measures that were controlling the community spread of COVID-19 and close restaurants and bars, limit gatherings, etc. If the crisis continues to worsen, Milwaukee should implement a shelter at home order.
- Increase free testing (both number of tests and testing locations) and contact tracing measures to meet the challenge of the crisis.
- Public health officials must provide clear, specific, and consistent guidance to Public Schools and other employers so that they can prepare for any eventual physical return. This guidance should be available to employees and in multiple languages.

To begin Phase 1 of MPS' COVID-19 reopening plan there is a significant amount of work that we must all accomplish. There are immediate health and safety concerns:

- Employees who are in our buildings must be appropriately safeguarded. MPS must provide adequate PPE, soap and sanitizers, and provide clear and specific guidance based on Department of Health guidelines on how to properly work while distancing and using proper hygiene.
- Employees who can, must be allowed to work from home and have flexible work schedules so they can meet the needs of students and families.
- MPS must develop proactive procedures to handle symptomatic individuals and how to handle positive tests. There is too much room for misinterpretation in the current guidance provided to supervisors and employees on what to do in these situations.
- COVID-19 sick leave should be established prior to the potential expiration of the CARES Act so that employees have no fear of self reporting symptoms and staying home and getting tested.
- School plans must be developed jointly by school leadership, union building leaders, an MPS registered nurse, and Administration to allow for staff to access school buildings with minimum contact with others with a clear expectation of what to do if staff become symptomatic or COVID positive.

Just as important as the immediate health and safety concerns are the needs of our students and their right to equitable access to education during this crisis. Our public

schools provide every student an education, no matter their strengths, challenges and learning needs. We must do everything possible to give equitable access to each MPS student.

- High quality training and professional development focused on virtual instruction, culturally relevant pedagogy, and restorative practices, along other topics that are not one-size-fits-all must be provided to staff. We have experts in MPS that can provide these resources without using outside contractors.
- Food distribution must be continued and expanded.
- A systematic and thorough technology distribution plan must be in place for every school and internet access must be addressed by the City and County government. Staff must be included in these plans.
- Students rely on their school social networks for support. Milwaukee students suffer great trauma without a global pandemic which only compounds that trauma. Mental health and social emotional support must be prioritized and provided to our students and families during and after the pandemic.
- Special Education students and teachers deserve a K-12 comprehensive district plan that takes into account the specific learning needs, accommodations, modifications and additional supports of nearly 15,000 students.
- English as a Second Language/English Language Learners and Newcomer/Refugee students cannot be an afterthought. Additional resources and staff are needed to ensure they have an equal education.
- Standardized testing must be halted.
- Student schedules and workloads must be carefully balanced with the demands of altered home lives, stress, and work. Many of our students have become caregivers, childcare providers, and/or family wage earners during the pandemic. We must accommodate these demands.

In addition to the needs listed above, we must see the below criteria met before we consider a return of students and a full complement of staff to our buildings.

- MPS must complete the WI Department of Health risk assessment tool for each school successfully and secure agreement from union building leaders and an MPS registered nurse. These documents should be posted publicly with time for families, students, and staff to view and comment.
- Community spread of the virus must be stopped. MPS' eventual safe reopening is dependent on a societal response.
  - Expand free testing by the State, County and City which is accessible to all Milwaukee communities especially low-income and Black and Brown communities that have been disproportionately affected by the pandemic.

- The City of Milwaukee Health Department must expand contact tracing so that it is sufficient to trace and isolate individuals who are exposed to COVID.
- We must see 21 consecutive days of a downward trajectory of documented cases, hospitalizations, and positivity rates (near zero incidence) in Milwaukee County.
- There must be consistent monitoring of the reproductive rate of COVID-19 to ensure that the rate does not rise above 1 (anything more than 1 demonstrates community spread). Currently, the estimated rate is 1.37 in Milwaukee County.
- Exact gating criteria with objective metrics and timelines should be established to ensure that students, staff, and families have clear expectations.
- Each school and building must have a return plan that is agreed on with school leadership, union building leaders, an MPS registered nurse, and Administration.
- MPS must establish a specific plan for symptom checks and testing MPS staff, students, and families.
- There must be a dramatic funding increase from the State and Federal governments.

This is not an exhaustive list of the work that must be done to safeguard our school communities or to provide effective crisis teaching and learning but we believe it provides a baseline of demands for our students and staff. This coalition of groups cares deeply about our public schools and worked tirelessly to pass the referendum. We are disappointed that children will not get to return to schools with the additional resources that Milwaukee voters approved right away. But we cannot ignore science and we value human life too much to rush a return that could result in the even wider spread of COVID-19 and more illness, hospitalizations, and deaths.

## Coalition of Milwaukee Organizations Statement on School Reopening

Ben Ward <WardB@mtea.org>

Thu 7/16/2020 11:16 AM

To: Governance <governance@milwaukee.k12.wi.us>

Cc: Amy Mizialko <MizialkoA@mtea.org>

 1 attachments (224 KB)

Coalition Statement July 16 2020.pdf;

### Caution External Source

Please find the attached joint statement from Milwaukee Teachers' Education Association (MTEA), Leaders Igniting Transformation (LIT), Black Leaders Organizing Communities (BLOC), Voces de la Frontera, Youth Empowered in the Struggle (YES), Parents for Public Schools (PPS) Milwaukee, Schools and Communities United (SCU), the Working Families Party and Citizen Action of Wisconsin about reopening plans for MPS.

Please make sure this is distributed to all Directors.

Thank you,

Ben Ward  
Executive Director  
*Milwaukee Teachers' Education Association*  
Cell: 414-510-5003  
Office: 414-259-1990  
[wardb@mtea.org](mailto:wardb@mtea.org)

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## Please do not reopen schools this Fall

Natalie Kitzrow <nkitzrow@gmail.com>

Thu 7/16/2020 12:12 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Good Afternoon Ms. O'Halloran:

My name is Natalie Kitzrow and my daughter Maya Allen is a rising 1st grader at Riley Montessori School. I am writing to urge you to rethink your plan for implementing face-to-face instruction this fall. I do not believe the virus will be under control by this fall, in fact, it may even be worse. The outbreak in Milwaukee, Wisconsin, and the United States is significantly worse now than when schools closed in March, and it is only growing worse. I am positive there will be nothing different that will make me feel that sending my daughter back to school in October or November will be safe. In fact, I foresee what happened in Israel happening here if we reopen schools this fall: <https://www.thedailybeast.com/israeli-data-show-school-openings-were-a-disaster-that-wiped-out-lockdown-gains>

Should MPS and Riley move into phase 2 of the reopening plan this fall, I would appreciate an all virtual alternative being provided for those of us not comfortable with sending our children back to school. If this is not provided, I will be forced to pull Maya from Riley, which I really really do not want to have to do.

Please help me assure our kids are safe this year by providing an all virtual option for all students for at least the entirety of the fall semester, with the possibility of being for the entire year depending on how the virus progresses.

Thank you for your time and attention to this dire matter.

Best,

Natalie E. Kitzrow  
(202) 413-5055  
[nkitzrow@gmail.com](mailto:nkitzrow@gmail.com)

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## Testimony for the Milwaukee Public Schools Office of Board Governance

Nichole Lutz <nichole.lutz@outlook.com>

Thu 7/16/2020 2:18 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

To Whom it May Concern;

I am severely disappointed in the plan that MPS has rolled out for the 2020-2021 school year, and I feel as if the only people who are going to suffer from this are the kids.

I have REAL concerns regarding my child's education, and how much the online learning is NOT working for not only her, but many children in elementary school, as you saw in your survey results, and to further complicate things, my child is in a Montessori program, which is hands on learning. My child is 7 years old, and just got done with 1<sup>st</sup> grade. She struggled daily with the online method, and it was a battle every single day. A battle that my mother had to fight, because I am an essential worker, and HAD to go to work.

If I am telling you, this is NOT working for my child, I can't be the only one, and by looking at the results of the survey, I can tell you that I KNOW I am not the only one. Having a healthy child, without an illness such as COVID, is the utmost importance for not only myself, but other children as well. But you have parents who feel comfortable sending their kids back to school, provided that proper precautions are put into place, and you have parents who aren't willing to send their children back to school, regardless of the precautions.

I need to send my child to school for several reasons, and those reasons are the following;

- 1) Virtual learning isn't working for her, as indicated in multiple responses in your survey. She is disinterested. She has no desire to watch her teacher, and her classmates on a laptop, and not have hands on instruction. She is in a Montessori program, that is essentially, hands on learning, without electronics. Having no electronics is part of the foundation of this educational method. I do not have the education, resources, and nor do I have the money to be able to afford the materials to teach her this way.
  - a. Not only am I not familiar with the Common Core method, but I am also not familiar with the Montessori method. And while I realize that it is my job to become familiar with these methods, to know what my child is doing so I can help with homework, the Common Core method is not something I am comfortable teaching, and if I teach her the way that I know how to do math and algebra, what are the ramifications going to be in the long run? Because I know my daughter like the back of my hand. I have known her, her personality, and how she responds to change, and I can tell you that once my child learns how to do something one way, she's resistant to different



methods, and the resistance she puts up, isn't worth the argument. And while I realize that what you're proposing is supposedly going to be temporary, you also had also assumed that the kids were going to be going back to school in the spring.

- 2) Google classroom, at least ours, was incredibly unorganized. From my understanding my child has ONE main teacher, and a paraprofessional that worked with that teacher. So please explain to me why my child's teacher didn't have all of his materials in one folder, specifically designated for his class, and I had to go through folder after folder, just to locate the work that my child was required to do, sifting through multiple grade levels of work, to locate the appropriate grade level.
  - a. From the looks of the plan posted on your website, you're not providing any extra training to the teaching staff regarding the proper use of these platforms, to make them more streamlined, until August. This is something that you should have been doing in the Spring, while they were on their 3 week break, with the hopes that they would be returning, but knowing it would be a chance that they wouldn't be.
  - b. Why were other teachers from other grade levels putting their work in our teachers folder, when they're teaching 4<sup>th</sup> grade, and my kid was in 1<sup>st</sup> grade? I love to challenge my child with a wide range of information, however, it isn't the time to do that during a national pandemic.
- 3) The live meetings that my child was assigned to attend were a complete disaster. My mom would have her log in, because I have to work, and sometimes, the link worked. Sometimes it would change or the location where to find it would change, at the last minute, while I was at work, unable to access it myself, or send her the correct link to my mom, and my mom would panic.
  - a. The teacher would still be meeting with the previous class, which really isn't an issue, however, it is an issue when that group is interfering with our groups meeting.
  - b. One teacher would be teaching, and another teacher would interrupt, apparently not really realizing the impact of their disruption, and derail the lesson that that kids were supposed to be working on that day, with the teacher they interrupted.
  - c. Children would be talking about the assignments that they were working on for other classes, and derail the instruction of the day for the other kids, and the teachers wouldn't reign them back in and get them to focus on the lesson they're working on.
  - d. The above listed issues really wouldn't be an issue, but when you have a child who is uninterested in virtual learning, mostly due to their young age, they lose all interest, and then not only do they fall behind due to the change in teaching method, but they fall behind due to the lack of interest.
- 4) The lack of clear communication and instruction from the staff at the schools was unacceptable. The unorganized nature of everything was ridiculous. The fact that some assignments had to be done on Google documents, absurd. If I can't figure out how to navigate the program, how am I expected to teach my child how to navigate the program?

I feel as if you sent that survey out, and had no intentions whatsoever, of listening to the teachers, the parents of the students, or the students themselves, or coming up with a plan to work with everyone, and to start getting these kids back to school, where they will have some sort of normalcy, and routine. I feel as if you had made up your mind prior to sending out this survey, and you just wanted to pacify the parents who have legitimate concerns about their childrens education, and the legitimate need for them to be back in school. I feel as if you may intend to start bringing kids back, but what is the percentage of families that are actually going to send their kids back? Because if they have no intentions whatsoever, until a vaccination comes out, or the rate of incidents decline,

You have bullet points that clearly indicate the following:

- 1) Inequity of instruction across the district. Delivery of on-line instruction has not been consistent among teachers.
- 2) Remote learning has not worked very well for many of our families.
  - a. There have been a number of barriers such as technology issues, understanding how to use the technology, reaching the teacher.
- 3) Consistent schedule for students to know when their teacher will be giving lessons and be able to have interaction with them each day.
- 4) Staff accountability.
- 5) Consistent student-to-student and student-to-staff interaction and socialization.

Why are you going to continue to cause further issues for those of us that the remote learning hasn't worked for? Why are you JUST NOW, in AUGUST, sending teachers to training sessions, to learn how to use Google classrooms? Why wasn't there a plan in place regardless of whether this or some other illness caused a pandemic?

Why are you going to further confuse the schedules of many parents, staff, bus drivers and riders by doing every other day? Why are you going to make the teachers jobs more complicated by expecting them to not only focus on the children who have returned to school, but also the ones that they have to tend to online? You're basically asking them to conduct 2 different lesson plans for every day. You're asking too much of them.

You're also asking too much of me, a single parent, who is an essential worker, and someone who has managed to work in a hospital, hasn't come into direct contact with patients, that wears a mask in the hallways, that practices social distancing and good hygiene, and wears a mask in public, that has managed to **not** contract COVID.

I equate this to a student, who would be going to school, hasn't come into direct contact with a patient with COVID, that has been and would continue to be, taught proper social distance and good hygiene techniques, and wears a mask when necessary.

I feel as if you're going to continue to give the parents the option to NOT send the kids to school, and allow them to learn virtually, you're taking the time away from my daughter, when she could be in school. If 75% of parents don't feel comfortable, but 25% do, then that 25% should be allowed to go to school, with proper restrictions in place.

I also think that you should have already had cleaning crews in place, and these schools should have been being cleaned this whole time. EVERY YEAR my daughter gets the stomach flu. EVERY SINGLE YEAR, SINCE STARTING K4. You need to hire and train your own staff. Why are you outsourcing this? You're now severing ties with the Police Department, you should now have the money in the budget.

I really think you should really look at how long it took you to put this together, and how short of a time period that you're giving to parents and to your staff.

I send my daughter to MPS, out of our school jurisdiction, because you have programs that benefit her, and others, and I thought you worked with the parents.

You're letting these kids down. Burlington is sending the little kids to school, and the older ones are doing virtual learning. Not only because the kids weren't responding well do virtual learning, but there are also predators online.

I don't think I will be able to participate in the virtual learning program that's done by our school because it's horribly unorganized. I'm going to have to continue doing what I was doing with my child these past 5 months. Give her worksheets, and keep her tutor, that I'm paying for, and send the work that she's done throughout the week to her teacher via PDF file, I think that's my only choice, and I hope her principal will allow it.

Please let these little kids back into school. They need the instruction. The online method isn't working for them, and they're going to fall behind. They need it. For their mental emotional and physical well being.

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## Submission of Written Testimony

Nicole Davis <nicolemdavis2015@gmail.com>

Thu 7/16/2020 10:29 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Good morning,

I am not in favor of my children returning to school. However, I see a lot of problems with virtual learning as well. One of my sons have an IEP and is entering high school this year, i have a feeling that he will need additional support as most need it with a transition between 2 different schools. I would love to see a virtual learning program set up via zoom. So many people are using Zoom for meetings, get together so that everyone can remain safe. Why not have a classroom zoom so that teachers are in front of students and they can still see each other and answer questions as their subjects are being taught. Most of the schools are set up with online systems for workbooks and while my son passed 8th grade this past year, there was little to no communication with his teachers because at the point covid hit, he was passing. I feel that they just said at that point they are done and only assisted with students that were failing to get them to a passing grade. However, that left them NOT getting a lot of the information he would need moving from 8th to 9th grade with an IEP. There were also a lot of issues with my sophomore who was enrolled in a science class. Unfortunately, I was no help to him as I did not remember that curriculum from when I was in school. I think there needs to be some kind of face to face, but with covid numbers on the rise, I would prefer to see that happen via an online meeting group than in person.

Nicole Davis

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## early childhood, speech, and special ed considerations for reopening schools

Scannell, Rachel <schramr@milwaukee.k12.wi.us>

Thu 7/16/2020 9:32 AM

To: Governance <governance@milwaukee.k12.wi.us>

Hello,

I am a speech pathologist at Zablocki School and I work with our youngest learners, age 3 and 4, that have significant communication delays. My daughter will also be a K3 student at Fernwood this year. As MPS makes plans to reopen our schools, please consider options for our early childhood and special education students that do not involve increased screen time for them. I ask you to consider how we can distribute learning materials and books to them. I also think it's incredibly important to consider outdoor options at this time, for both meeting students and parents in person, and also providing lessons. We have 3 solid months of favorable weather ahead of us that we should take advantage of, so that we can have increased face to face time with our students, to build relationships and provide instruction, that is a much safer option, and does not involve a screen. Here's a few scenarios of how this could benefit students:

- A quick, optional, physically distanced, masked introduction outside the school building with a parent and student. I could provide resources at that time for the student to take and use at home. Meeting a new 3 year old student with significant speech and language delays and parent in person, without a screen involved, could be so valuable.
- A 30 minute individual speech therapy session outside the school building, in a nice shady spot. A parent could choose between a virtual or outdoor session. SLP and student would both wear masks and be physically distant. Parent would be required to stay on school property to help with mask wearing, in case of severe weather, or to help child use the bathroom if necessary.
- A small group of students could be scheduled for a short group speech therapy session, masked, outdoors, and work on remaining physically distant from each other.
- Perhaps this option for short, outdoor lessons could be available for other early childhood students as well? We all know how difficult virtual learning is for this age group and children with disabilities.
- Obviously, this wouldn't work for all early childhood students, due to transportation or parents' work schedules, but it could be an incredibly effective option for some students! Weather may interfere as well, and sessions may need to be rescheduled occasionally, but we have 3 solid months ahead of us where we could take advantage and teach our students outside. It's safer and it would be a great place to practice using masks and distancing.

Thank you for the consideration. Please forward this message to all members of the school board.

**Rachel Scannell, MS, CCC-SLP**  
Speech Language Pathologist  
Zablocki Extended Therapy  
294-2282

## MPS Reopening plan

rebecca christman <shutterbec@gmail.com>

Thu 7/16/2020 11:07 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Good afternoon Milwaukee Board of School Directors,

I am emailing in support of the latest proposed plan for a phased start for MPS in the 2020-21 academic year. I ask that you vote to uphold this proposal to start the year virtually, adding in person days gradually as dictated by public health numbers.

Sincerely,

Rebecca Christman and Paul Bleidl  
Parents, Humboldt Park School

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## Inquiry from Public Website: Office of Board Governance

Risa Berg <superrisa@sbcglobal.net>

Thu 7/16/2020 9:57 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

For those I don't know, my name is Risa Berg and I am the school social worker at Riverside University High School. I've been a school social worker with MPS since 1997 and have worked at both Riverside and South Division. In addition to my role as the Riverside SSW, I also advise our National Honor Society chapter, YES group and Tiger Sisters (female leadership group). The bulk of my work is with individual students and groups. Contact with students and families is very important to me.

That said, I am most worried about the health and safety of our families and hope students do not return to the classroom while Covid is out of control in our community. I also want to ensure that our most vulnerable be provided with every opportunity to succeed academically. We need to have a strong plan in place for robust virtual learning. We need to make sure all of our families have immediate access to computers and the internet. It can't take weeks as it did in the spring. We need to think seriously about a later start for the high school students to ensure they have all the materials necessary to hit the ground running. There is no way we can do that on an early start calendar. Bring staff back early so we can prepare for this as well as prepare for a thoughtful and meaningful remote curriculum. Let us be fully prepared for the students. It is what they deserve.

It appears staff will be required to work in buildings during the remote phase. I understand this is important for accountability and support but I would also ask that this be flexible as many of my colleagues will have to be home to support their children in remote learning; may have risk factors, etc. I am wondering if there is a flexible way to approach this. Does everyone need to work in person for all 5 days? I work with a huge staff and the less of us there in person, the safer it would be.

We also need to plan ahead and think very intensively and seriously about what an in-person return may look like. I work at one of the biggest high schools in the district and I cannot imagine a way we can return safely without significant modifications. If we return prematurely, without stringent safeguards in place, we risk closing again as the potential for spread will be significant.

I thank you in advance for all the hard work you have put in and will continue to put in on behalf of our students, families and staff. Feel free to reach out to me if you have any questions or if I can be any help moving forward.

Sent from my iPhone

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## MPS Reopening plan concerns/suggestions

Robert Szocik <rjszocik@gmail.com>

Thu 7/16/2020 8:36 AM

To: Governance <governance@milwaukee.k12.wi.us>; Robert Szocik <rjszocik@gmail.com>

**Caution External Source**

Dear MPS School Board Members,

A lot of decisions are being made this week regarding fall semester in MPS. As a teacher at Reagan High School, I want to emphasize the importance of the personal safety of the staff and the students. The pandemic leaves us all in continued uncertainty. I feel it's important for the district to illustrate the specific guidelines and criteria to be followed and meet in order to move forward from phase 1 to phases 2 and 3 of the proposed student and teacher return plans. Finally, I believe individual schools should have the independence and flexibility to adjust pupil schedules to best meet their individual needs, as the virtual environment creates new challenges for students, and it's important that expectations are adjusted accordingly.

Thank you for time and consideration,

Robert Szocik  
Special Education Department Chair  
Reagan High School

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## School Plan

Roxanne Ciatti <ciattifamily@sbcglobal.net>

Thu 7/16/2020 11:31 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Dear Director O'Halloran and all Directors,

As an educator in MPS, I am writing with concerns related to a safe return to in person teaching, be it hybrid or full in person. One of the recommendations from the CDC is appropriate ventilation. I believe the building in which I work, Bay View High School, and many other schools in our district, have issues with this need. I am hoping each of you will consider this as we plan for the future plan to educate our students. While virtual is not the best, I think it is the safest. I myself have begun training to become Google certified to better serve my students.

Thank you for taking the time to read this e-mail.

Best,

Roxanne Ciatti  
3146 S. Illinois Ave.  
Milwaukee, WI 53207

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**Fw: Questions**

Spring B. &lt;spring8763@hotmail.com&gt;

Thu 7/16/2020 11:45 AM

**To:** Governance <governance@milwaukee.k12.wi.us>**Caution External Source**

Hi, can this question be addressed for tonight's school board meeting?

Sent from [Outlook](#)**From:** Omar <omar59@gmail.com>**Sent:** Thursday, July 16, 2020 11:40 AM**To:** Spring <spring8763@hotmail.com>**Subject:** Questions

I am a teacher with high risk medical conditions; my question is what might happen to teachers with high risk in phase two and three if there will be no vaccine for covid-19 ?

Thank you

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## Annie Woodward: Testimony for Special Meeting on Reopening

Stephen Baldwin <steve.baldwin@hushmail.com>

Thu 7/16/2020 7:16 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Annie Woodward, District 4 Representative  
Milwaukee Board of School Directors  
5225 W. Vliet Street  
Milwaukee, WI 53208

Re: "Three things to know about MPS' plan to reopen schools" by Sam Woods, Milwaukee Neighborhood News website, July 16, 2020.

Dear Ms. Woodward:

Here is my written testimony for the special meeting (5:30 p.m. on July 16, 2020) on the plan to reopen Milwaukee Public Schools for the 2020-'21 school year. I have three short comments on the plan:

- 1) It is probably a mistake to begin online education without first introducing the students to their teachers in a classroom setting. Even a few days, a week or a month of instruction with their teachers in a classroom would get everyone comfortable, on the same wavelength and knowledgeable about expectations so that online instruction begins smoothly. As it stands, everyone is free to follow their own instincts.
- 2) The 18-student classrooms and the omnipresence of teacher assistants may, in the end, be what saves MPS. This is what I thought the referendum intended to do.
- 3) The \$90 million cost of this plan is not too different from the money raised by the referendum, were it not for the decision to implement salary increase schedules. As the rest of our economy takes a hit, these increases will look extremely selfish. Perhaps it is not too late to re-examine this.

Please add these comments to the meeting record.

Thank you for your service to Milwaukee and its students.

Respectfully,

Steve Baldwin  
836 N. 20th Street #36  
Milwaukee, WI 53233

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Steven R. Duback  
3342 N. Shepard Ave  
Milwaukee, WI 53211  
srduback@yahoo.com

July 14, 2020

Mr. Larry Miller  
Chair, Milwaukee Public School Board  
5225 W. Vliet Street  
Milwaukee, WI 53208

**RE: Need to Reopen Our Schools**

Dear Mr. Miller,

The enclosed editorial from today's Wall Street Journal contains a lot of factual data supporting the conclusion that the harm caused from lost instruction when schools are closed, significantly outweighs the Covid-19 risks. In fact, if reopening is done right, it isn't even a close call.

Please take this information into account as you and your fellow board members move forward on this issue. Thank you.

Sincerely,



Steven R. Duback

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<https://www.wsj.com/articles/the-case-for-reopening-schools-11594681985>

OPINION | REVIEW & OUTLOOK

# The Case for Reopening Schools

The harm from lost instruction outweighs the Covid-19 risks.

By [The Editorial Board](#)

July 13, 2020 7:13 pm ET



A view of the Scotch Plains Fanwood High School Message Board during the coronavirus pandemic in Scotch Plains, NJ, May 4.

PHOTO: RICH GRAESSLE/ZUMA PRESS


Everything else about the coronavirus has become politicized in America, so why not a return to school as well? That's the depressing state of play as President Trump pushes schools to reopen while Democrats heed teachers unions that demand more federal money and even then may not return. The losers, as ever, would be the children.

\*\*\*

The evidence—scientific, health and economic—argues overwhelmingly for schools to open in the fall. Start with the relative immunity of young children to the disease, which should reassure parents.

 WSJ OPINION POTOMAC WATCH

## Trump, Roger Stone and Michael Flynn

00:00 / 25:09 

SUBSCRIBE

According to the Centers for Disease Control and Prevention, 30 children under age 15 have died from Covid-19. In a typical year 190 children die of the flu, 436 from suicide, 625 from homicide, and 4,114 from unintentional deaths such as drowning.

Only two children under age 18 have died in Chicago—fewer than were killed in shootings in a recent weekend. In New York City, 0.03% of children under age 18 have been hospitalized for Covid and 7.5 in one million have died. The death rate for those over 75 is more than 2,200-times higher than for those under 18.

Children so far have been shielded from the virus compared to working adults. But even pediatric cancer patients at New York's Memorial Sloan Kettering were about a third less likely to test positive than their adult care-givers, and only one of 20 who tested positive required noncritical hospital care. In Sweden, which kept schools open, only 20 children under age 19—0.6% of confirmed cases—have been admitted to the ICU and only one has died.

Parents and teachers understandably worry that children might spread the virus. But a recent retrospective study of schools in Northern France, from February before lockdowns, found that “despite three introductions of the virus into three primary schools, there appears to have been no further transmission of the virus to other pupils or teaching and non-teaching staff of the schools.”

Teens appear to be more infectious. Yet schools that have reopened in most countries, including Germany, Singapore, Norway, Denmark and Finland, haven't experienced outbreaks. Some schools in Israel had outbreaks last month after class sizes were increased, but most infections in both teachers and students were mild.

In any case, these risks can be managed as the Trump Administration has suggested in its guidance to schools: Space desks six feet apart, stagger class periods, make kids wear face coverings when possible, keep them in the same cohort, and have them eat, play and learn outdoors as much as possible. Teachers can also wear face shields, and schools can use plastic barriers in higher-grade level classrooms to separate them from kids.

Teachers who are older or have underlying health conditions deserve special accommodations. But employers and employees in most industries are making adjustments to manage through the pandemic, and there's no reason schools and teachers can't too.

States so far have received \$150 billion in pandemic relief from Congress, much of which can go to education, and schools have received \$13.2 billion on top of that. Unions are demanding more, but Education Secretary Betsy DeVos says schools have used a mere \$195 million. Republicans in Congress should condition additional funding in a fifth virus-aid package on schools physically reopening five days a week. If some public schools or districts refuse to reopen, make the money available to charter or private schools that are open.

\*\*\*

Keeping schools closed while awaiting a vaccine isn't an acceptable alternative. You don't need a degree in child psychology to know kids have struggled with virtual education. A Reuters analysis last month found that fewer than half of 57 public school districts were taking attendance. About a third weren't providing required services to special-needs students.

Teachers unions have fought to reduce accountability. United Teachers Los Angeles's pandemic collective-bargaining agreement prohibited schools from requiring face-to-face online instruction such as Zoom or Skype. Teachers also don't have to work more than four hours per day.

Philadelphia Superintendent William Hite warned that kids were falling through the cracks, which could portend an increase in youth delinquency and crime. Research outfit NWEA has projected that "students are likely to return in fall 2020 with approximately 63-68% of the learning gains in reading relative to a typical school year and with 37-50% of the learning gains in math." Another half-year or year of lost instruction will be impossible to make up.



\* Achievement gaps will surely increase. Affluent families may supplement and monitor their children's virtual instruction while working from home. But how can a first-grader whose parents don't have that luxury be expected to learn virtually on his own?

"Missing school can have serious consequences for child health and wellbeing, particularly for students with disabilities or with special healthcare needs," American Academy of Pediatrics (AAP) President Sally Goza said recently.

\* Students physically in school, she added, "learn social and emotional skills, get healthy meals and exercise, and mental health support. Schools help identify and address learning deficits, physical abuse, substance use, depression, and suicidal ideation. These are all critical reasons to get children back to school." The AAP last week endorsed union financial demands on reopening, but the child health point holds.

\* Millions of parents can't return to work if their children can't attend school. Opening the schools is essential to the well-being of students, and teachers and administrators have a duty to make it happen.

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## Concerns about Teacher Behavior during virtual learning

Susan Boushon <mrsbou@sbcglobal.net>

Thu 7/16/2020 9:36 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

To All School Board Members,

I am writing to you as I am concerned about MPS students this fall and the quality of the education they will be getting. I am a retired MPS teacher (32 years) and truly loved my district. In addition, I was a Clinical Instructor for UWM and was awarded the Herb Kohl fellowship for excellence in education. I am giving you these details, not to "toot" my own horn, but to give you a background of how deeply I was committed to my students and their families.

During last spring's virtual learning duration, I noticed teachers who were supposed to be taking care of their students' learning needs and the needs of their families who were using paid time by shopping, doing yard work, working part-time at another job, etc. and posting photos on Facebook of these activities. Some teachers did their best to teach their students while others did not take their responsibilities seriously and used the time as a vacation or work slow down. Many excuses were given for their behavior.

I am concerned the same thing will happen this fall. I propose that all teachers must report to their own classrooms during the school day. They must be able to show evidence of their work in reaching their students, writing new lesson plans, and other appropriate activities. This would be an attempt to solve the problem of some teachers not giving their all for Milwaukee's students. The principal and other support staff, such as the SST's, social workers and psychologists can walk from room to room to both supervise their work and provide needed support for a variety of challenges (technical, family services, etc.)

Another set of issues that bothers me about teachers working from home is how do you monitor the personal behavior of teachers without them being at school? A few may be tempted to use alcohol or other substances while on the job. This could end up being a liability issue for the district. In addition, some may say inappropriate things to students or their families while online.

Teachers would be very safe teaching virtually in their classrooms. Each staff member could wear a mask and maintain safe distances from one another. The staff that have underlying conditions would have a more stringent set of health protocols, such as staggered entrance times to the building, closed doors, etc.

Milwaukee students will already be academically behind from last year's goals. We all need to do all we can to ensure that the best solution to this challenge is implemented for the upcoming school year. I remain a resident and voting constituent in the city of Milwaukee.

Respectfully,  
Susan Boushon

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## Inquiry from Public Website: Office of Board Governance

Whendee <whendee@riverwest-allstars.org>

Thu 7/16/2020 3:00 PM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello Milwaukee Public School Board,

I write this to you today as I sit in a Covid-19 testing line. This will be the third time I am tested, the last time (2weeks ago) I waited over 2 hours to be tested and then 2 days for results. Testing lines and result times have gotten longer since then.

Yesterday MPS had a curbside enrollment, it will have another one on aug 3 and 4th. Less than 2 weeks before early start schools.

This meeting tonight is virtual.

Administration buildings are closed.

I state all this to preface that we are not ready for schools to reopen.

I believe that until there is drastic change across this city/state/country in culture/ordinances/phasing back OR a viable vaccine that is available to EVERYONE that schools should be mainly virtual.

Students, families, educators and support staff need radical change and guidance from The board to do this in the best way possible.

This is a time to think outside the box and actively create equitable learning for all.

I want to see all schools and teachers be given the same tools, the students be given the same tools and opportunities in virtual learning.

I believe that as covid-19 rates go down we can start by opening in person to the special ed students that need hands on to meet IEP requirements, to the students that need face to face tutoring, and to classes that need hands on( certain art, science,etc)

MPS could help families help each other in small teams, whether that is help with assignments, childcare, meal help etc.

We have a chance to lead a new phase of community.

I also support in whole the Coalition of Milwaukee community organizations criteria for reopening MPS released today.

These elements stood out to me and should to you(*emphasis mine*):

- High quality training and professional development focused on virtual instruction, culturally relevant pedagogy, and restorative practices, along other topics that are not one-size-fits-all must be provided to staff. We have experts in MPS that can provide these resources without using outside contractors.
- **Food distribution must be continued and expanded.**
- A systematic and thorough technology distribution plan must be in place for every school and internet access must be addressed by the City and County government. Staff must be included in these plans.
- Students rely on their school social networks for support. Milwaukee students suffer great trauma without a global pandemic which only compounds that trauma. **Mental health and social emotional support must be prioritized and provided to our students and families during and after the pandemic.**
- Special Education students and teachers deserve a K-12 comprehensive district plan that takes into account the specific learning needs, accommodations, modifications and additional supports of nearly 15,000 students.
- English as a Second Language/English Language Learners and Newcomer/Refugee students **cannot be an afterthought.** Additional resources and staff are needed to ensure they have an equal education.
- **Standardized testing must be halted.**
- Student schedules and workloads must be carefully balanced with the demands of altered home lives, stress, and work. Many of our students have become caregivers, childcare providers, and/or family wage earners during the pandemic. **We must accommodate these demands.**

Thank you,  
Wendy Mesich

Sent from my iPhone

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## Board Meeting

Yeshere <yeshere.001@hotmail.com>

Thu 7/16/2020 11:45 AM

To: Governance <governance@milwaukee.k12.wi.us>

**Caution External Source**

Hello All Board members,Dr.Posley and all meeting attendees,

We want to take this opportunity to thank all the staff and district members for educating and supporting the students in this uncertain times.

Thank You !!

As Parents, We have the following question -

1.Are kids going to get earn high school credits and grade acceleration like they did before pandemic?

Please conduct tests and allow them to excel academically.

2.We also want to understand a little more about the 2nd ,3rd phase of reopening,if parents are uncomfortable sending kids to school do they have that option of attending school virtually without any special requirements ?

3.It has been a really difficult time for kids as they have no social interaction with their friends and they really miss each other.

Please make accommodations so that kids can get daily classroom interactions ,peer discussions even when learning is done online tools like breakout discussions.I understand some of us don't have computers for each kids but many of us have/provided by the generous school district and we would like to see the virtual learning similar to the in- classroom learning.

Thank you for including our thoughts!

If our questions are not discussed in the meeting ,please feel welcome to reply by email.

Thank You !!

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**Attn: Director Megan O'Halloran**

Yvette Villalpando <villalpandoyvette@gmail.com>

Thu 7/16/2020 12:28 PM

To: Governance <governance@milwaukee.k12.wi.us>

Caution External Source

My name is Yvette Villalpando & I live on Milwaukee's Southside. I am going to be an upcoming senior at Ronald Reagan High School. I'd like to share our feelings about reopening...

After reading the superintendent's recommendations for reopening, I'm generally pleased to see what was in the document. However, I do not know why we are continuing with two calendars? 62% of students/parents surveyed said MPS should begin school on a traditional or late start calendar. 55% of staff said schools should begin on a traditional or late start calendar.

I also think that having a later start date gives all of our students a better chance for in person instruction later in the year if Covid subsides a bit. In addition, I think the 2 calendar start dates is confusing to parents with little or no advantage to the students especially during this pandemic. Furthermore, students with more significant disabilities struggle considerable in a virtual format so a later start would possibly allow for more face to face instruction later.

Thank you for your time and enjoy the rest of your summer. Take care.

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## School Reopening

Zach\_icyX Gameing and more <zaleh2908@gmail.com>

Thu 7/16/2020 11:40 AM

To: Governance <governance@milwaukee.k12.wi.us>

### Caution External Source

Good Morning

I would like to thank those reading this, the decision you's have to make today may seem difficult, but for me it was quite easy. I will not be sending my children back to in person classes this fall...Why? Let's see I have been watching this pandemic unfold since it started and China back when Dr. Li Wenliang, tried to warn his fellow doctors about what he saw! Only to be called a liar and then was silenced. I am the type of person who reads news from all over the world because I love knowing what is going on in the world around me and my children. I kept tabs on this virus since that day wondering when "our government officials" were going to protect us from it!

I honestly wish I spoke up sooner in a noticeable way perhaps my own grandmother would of not died from this virus in April 2020. May be my father, sister, brother, aunt would of never got sick from this virus! Having had this virus hit my family members, I seen and heard first hand what this virus is capable of doing. Each one of them had fevers, loss of breathing, extremely horrible body aches and thank God they all survived. But the agony they went through was long, weeks and some months. My aunt came home on oxygen and was on that for months, she is now seen a dermatologist because her hair keeps falling out. If they as adults can articulate how horrible this virus is and the seriousness, then why would we want our most vulnerable individuals to be put in harms ways "children, young adolescence and young adults in our School community". This isn't the time to risk lives of children. We can make up setbacks from virtual learning but we can never make up lives! As a parent of the "Montessori" community I know it won't be the same for my four year old, he won't get the same things his siblings got throughout their first experience in a Montessori classroom, but I get to protect his life and that matters most right now. He's one of the vulnerable students, if he gets sick it won't be good for his weaker immune system, or his asthma. I have four asthmatics in our family. We also have young adult who attends MPS, he has fought since birth to be here, he is also asthmatic and on a c-pap machine, I kept him home prior to school closings because of his vulnerability to this virus.

I also would like to throw this idea out there, if the decision to close schools for virtual learning happens can we be proactive and figure out how the students who will be missing out on in person Montessori classroom environments will get those key experiences in the future? May be a summer school sessions next summer that immerses them in those vital lessons?

I'd also like to say, my four year old has speech issues and has speech twice a week while in school, can we do zoom videos for speech?

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