Continuity of Education Remote Learning and Teaching Plan

Phase III

April 30, 2020

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INTRODUCTION

Continuity of Education Remote Learning and Teaching is when any educational practices occur in the event of a prolonged school closure in Milwaukee Public Schools. It is imperative that the students in Milwaukee Public Schools have the opportunity to sustain and develop skills while apart from the traditional school environment. This can be done through *enrichment and review* and *planned instruction.* A graphic that details Milwaukee Public Schools' continuity of education activities is provided below.

Planned instruction is teaching and learning similar to what occurs in a daily classroom setting. Teachers use planned instruction of new concepts/skills aligned to the Wisconsin Academic Standards by grade-level. Planned instruction provides students with continuous standards-aligned learning in content, instructional support, and learning tasks throughout this school closure. Teachers continuously review students' levels of proficiency and assess the learning of their students while adjusting instruction based upon student progress.

This document was created to provide guidance on the expectation and support to teachers and leaders as they implement the Milwaukee Public Schools' Continuity of Education Remote Learning and Teaching Plan. The pages that follow outline guiding principles, expectations, and important changes to the marking guidelines that impact the weeks ahead.

OVERVIEW

Phase I	Phase II	Phase III
March 16 – April 14	**April 14 – April 24**	**April 27 – June 11**
		Planned Instruction
		Teachers and Students Online
	Online Learning Resources	
	Teacher Professional Learning	
	Distribution of Chromebooks	
	Remote Learning	
Learning Packets		
Digital Resources		
Distribution at Meal Sites		

Phase 1: Instructional enrichment packets were developed for grades K–12 and distributed at the 20 meal distribution sites. Enrichment packets were inclusive of enrichment activities for the content areas of reading, writing, math, science, social studies and included links for additional digital learning resources.

Phase II: Additional instructional enrichment packets continued to be distributed at the now 25 meal distribution sites. Online Learning Resources were included on the district's website that supported student development in the content areas of reading, writing, math, science, social studies, art, music, physical education/health and Social Emotional Learning.

The remote learning plan began and in response to the gap in technology and accessibility for students and staff, Chromebook distribution began at each school. As teachers continued to prepare lessons and engage with students and families. Professional development opportunities were available to help teachers effectively use the district supported virtual conferencing and remote learning technology tools.

Phase III: Through the end of the year, May 21, 2020 (early start schools)/June 11, 2020 (traditional start schools), teachers will continue to provide lessons to students through a hybrid approach of review and enrichment and planned instruction. Planned instruction will span K-12 and will address new learning focused on major standards that would have been addressed between March 16 and the end of the school year. A continued focus will be on the content areas of reading, English, math, science, social studies, Health/physical education, music and art, grades 10–12 career and technical education, and grades 9–12 world languages and postsecondary readiness.

EXPECTED OUTCOMES

- Prepare teachers with the tools and skills necessary to provide instruction aligned to the instructional standard of care.
- Provide routine support to students and families in order to stay engaged and connected during this extended school closure.
- Maximize student learning by providing standards-based core instruction and continued access to student intervention learning plans.
- Ensure that all student learning is followed up with review, assessments for learning, and feedback.

GUIDING PRINCIPLES OF REMOTE LEARNING

Equitable Access	Milwaukee Public Schools is committed to providing equitable access for all students and is continuously working to build capacity through technology, training, and supplemental resources for all of our students.
Professional Development and Learning Management System	Milwaukee Public Schools is committed to providing teachers with professional development and training in digital resources to utilize while making accommodations to support all the students they serve. School leadership teams and teachers may also create or utilize their own content for review and enrichment activities or planned instruction. Training will be offered for all staff, if needed, via virtual training sessions and for students and families via online tutorials or to support the use of Google Classroom and other Google tools.
Digital Learning Platform and Lesson Planning	Milwaukee Public Schools is committed to utilizing digital learning structures (e.g., Google Classroom) to provide opportunities for students in Milwaukee Public Schools to practice their academic skills. This content should reinforce skills, provide enrichment opportunities, and integrate new content as appropriate. Schools that currently implement a digital learning protocol may continue with reasonable expectations for work completion given the current context.
Collaboration	Milwaukee Public Schools is committed to sustaining a professional learning community where educators from all levels are able to co-labor in developing and strengthening their practice through the latest research.

EXPECTATIONS IN SUPPORTING REMOTE LEARNING AND TEACHING

Central Services
Through a collaborative effort, the Offices of the Superintendent, Academics, School Administration, and Communications and School Performance will ensure that students, teachers, and parents receive the support and resources needed to be successful in anchoring student learning.

Office of Academics:
- Review the current Instructional/Pacing Guides to determine the standards that students should be exposed to beginning with the week of March 16 through the end of the year.
- Create a revised instructional plan that highlights the critical learning for each of the remaining weeks.
- Create a "Week at a Glance" with highlighted standards and key student understandings.
- Create virtual professional development sessions to support teaching and learning.
- Meet with school support teachers (SSTs) once per week to share guidance on the key standards and expected outcomes for the week.
- Meet with physical education/health, music, and art teachers once a week.
- Meet with special education managers and supervisors once a week to support virtual, specially designed instruction and individual education plans (IEPs).
- Meet with Department of Bilingual Multicultural Education curriculum specialists to review Instructional/Pacing Guides as well as to provide teachers with strategies to support ESL, EL, and bilingualism.
- Provide data on professional learning attendance, and instructional resource distribution

Office of School Administration:
- Provide written communication to school administrators with up-to-date information related to school closure, policies and procedures, and other pertinent information.
- Provide support to school leaders as they interact with constituents.
- Provide guidance to school administrators in developing systems that address remote learning.
- Ensure that school administrators are engaging in inclusive and equitable practices.
- Ensure that school administrators adhere to the Grading Expectations and Guidelines and Promotion and Retention of Students as set forth by the Milwaukee Board of School Directors on April 23, 2020.
- Participate in professional learning to meet individual needs; specifically, those related to the use of online platforms and tools to support remote learning.
- Resolve concerns shared by constituents regarding remote learning opportunities and communications with families.
- Maintain positive rapport with school leaders by modeling with continuous "Thanks," "You are appreciated," etc.
- Request and maintain pertinent records related to distribution, usage, student access, family communications, etc.
- Provide data on family contact and student online attendance

Office of Communications and School Performance:
- Provide surveys to all the families seeking a Chromebook.
- Provide direction on the technology distribution sites and how Chromebooks will be provided to families.

- Ensure that licenses are secured for online learning programs.
- Utilize various modes to provide timely communications to families and relevant communications to staff and families (Remind, email, website, U.S. mail, etc.).
- Ensure that all licenses are secured for online programs that support student learning
- Provide data on usage of online learning programs, website resources and grade distribution
- Ensure that communications practices are inclusive and equitable.

School-Based Personnel
While collaboratively providing a continuum of education through both online and offline remote learning, schools will continue to support whole-child success by providing meaningful academic opportunities. School communities will maintain meaningful connections among students, families, and all the caring adults who work in schools.

School Administrators:
- Notify staff when they are to participate in one-hour virtual meetings including but not limited to staff meetings, grade-level meetings, IEP and 504 meetings, department meetings, and subject meetings.
- Support school staff in facilitating remote learning and teaching.
- Maintain a positive school culture by modeling with continuous "Thank you," "You are appreciated," etc.
- Establish virtual office hours two hours per week to maintain effective communication with students, families, and school/district staff, and be available during designated work hours.
- Connect with students, families, and staff to provide guidance and support related to grading, credit attainment, graduation requirements, and promotion and retention.
- Facilitate virtual meetings with staff; i.e., staff meetings, grade-level planning, IEP/504 meetings, etc.
- Participate in and facilitate professional development for staff.
- Participate in professional development to meet individual needs; specifically, those related to the use of online platforms and tools to support remote learning and teaching.
- Adhere to the Grading Expectations and Guidelines and Promotion and Retention of Students as set forth by the Milwaukee Board of School Directors on April 23, 2020.
- Send weekly communications to families to keep them abreast of information put out by the district and to assist in retaining families for further enrollment purposes.
- Monitor staff usage of online learning platforms.

Educators at All Levels:
- Check district email at least three times per day, Monday through Friday.
- Respond to student/parent inquiries within 24 hours, Monday thru Friday, via email and/or other platforms.
- Check in with students via email, Google, apps, or another preferred platform on a weekly basis.
- Notify principal/supervisor of students not responding and/or students in need of unique support for technical issues, family emergencies, mental health needs.
- Participate in professional development to meet individual needs; specifically, those related to the use of online platforms and tools to support remote learning.
- Teachers will be expected to participate in the following virtual collaborative sessions:
    - School-based staff meetings
    - School-based grade-level planning meetings

- o District-provided professional development to meet individual needs; specifically, those related to the use of online platforms and tools to support remote learning
  - o IEP and 504 meetings
- Teachers will identify an hour minimum each day dedicated to virtual office time that includes but is not limited to communicating with and providing feedback to students, facilitating synchronous (collective)/ asynchronous (differentiated) lessons, or answering students'/parents' academic questions and social-emotional concerns.
- All teachers will send an email, call, or use classroom Dojo (or another platform that is currently being used to communicate with families) to connect with parents regarding skills that can be practiced at home.

Elementary Teachers (K–5/K–8):
Teachers may use an integrated approach to learning and teaching. This could be a combination of thematic online and offline practices to engage students.
- Teachers in K3–K5 will engage with students for 20 minutes to 1 hour per day.
- Teachers in grades 1–2 will engage with students for 1 to 1.5 hours per day.
- Teachers in grades 3–5 will engage with students for 1.5 to 2.5 hours per day.
- Teachers in grades 6–8 will engage with students for 2.5 to 3 hours per day.
- All elementary/K–8 teachers will provide the following:
  - o Reading (minimum of one lesson daily)
  - o Writing (minimum of one lesson daily)
  - o Math (minimum of one lesson daily)
  - o Science (minimum of two lessons per week)
  - o Social studies (minimum of two lessons per week)
  - o Art/Music/Physical Education (minimum of two lessons per week per specialist)
  - o Small-group/individual instruction (minimum of 15 minutes per session)
    - ▪ ***Example:*** *Teachers providing 1.5 to 2 hours of instruction can use a whole–small–whole approach when engaging with students that allows students to work independently, for a specific amount of time, on a portion of the assignment provided. Upon completion, the teacher would re-engage with students and provide summary of the day's activity.*
- Appropriate online resources should be utilized as enrichment for students at all grade levels ([Online Learning Resources](#)).
- Utilize the "Week at a Glance" to develop standards-based instruction that is aligned to the content-specific Instructional/Pacing Guides.
  - o The "Week at a Glance" document will serve to support the collaborative planning sessions with SSTs and classroom teachers. This document will include the standard(s) of the week, key concepts or essential questions, and possible resources to support learning.
- Assign students reading tasks outside of instructional time. Students may go through Clever to access various resources for books, articles, etc. Teachers may use the MPS eBook database (OverDrive/Sora) as a virtual resource for students to check out books.
- SPED and ESL teachers will create and assign two thematic mini-lessons per week to submit to their students' parents as well. These lessons should be in line with each student's individualized learning plan. The SPED teachers, not the classroom teachers, will be responsible for assigning the work for their students. In addition, the ESL teachers should discuss the assigned lessons with the classroom teachers and provide office-hours support to their students in completing assignments (ESL and

classroom communication may be done through email, phone, Google, apps, or other preferred platform/device on a weekly basis).
● Specialist staff in art, music, and physical education will provide a minimum of two lessons per week. Schools may use discretion to determine the schedule for when these lessons will occur. Classroom teachers are encouraged to attach the specialist to their Google Classroom whenever possible.
● Teachers will adhere to the Grading Expectations and Guidelines and Promotion and Retention of Students as set forth by the Milwaukee Board of School Directors on April 23, 2020.
● Connect with support staff in support student remote learning.

Middle School Teachers:
● Teachers in grades 6–8 will engage with students for 2.5 to 3 hours per day.
● Communicate with students and families to provide guidance and support related to grading, credit attainment, graduation requirements, and promotion and retention.
● Assign students reading tasks outside of instructional time. Students may go through Clever to access various resources for books, articles, etc.
● SPED and ESL teachers will create and assign two mini-lessons per week to submit to their students' parents as well. These lessons should be in line with each student's individualized learning plan. The SPED teachers, not the classroom teachers, will be responsible for assigning the work for their students. In addition, the ESL teachers should discuss the assigned lessons with the classroom teachers and provide office-hours support to their students in completing assignments (ESL and classroom communication may be done through email, phone, Google, apps, or another preferred platform/device on a weekly basis).
● Teachers will adhere to the Grading Expectations and Guidelines and Promotion and Retention of Students for middle school students as set forth by the Milwaukee Board of School Directors on April 23, 2020.
● Connect with support staff in support student remote learning.

High School Teachers:
● Teachers in grades 9–12 will engage with students for 3 to 3.5 hours per day.
● Communicate with students and families to provide guidance and support related to grading, credit attainment, graduation requirements, and promotion and retention.
● SPED and ESL teachers will create and assign two mini-lessons per week to submit to their students' parents as well. These lessons should be in line with each student's individualized learning plan. The SPED teachers, not the classroom teachers, will be responsible for assigning the work for their students. In addition, the ESL teachers should discuss the assigned lessons with the classroom teachers and provide office-hours support to their students in completing assignments (ESL and classroom communication may be done through email, phone, Google, apps, or other preferred platform/device on a weekly basis).
● Teachers will adhere to the Grading Expectations and Guidelines and Graduation Requirements as set forth by the Milwaukee Board of School Directors on April 23, 2020.
● Connect with support staff in support student remote learning.

Support Staff:
• Participate in weekly one-hour staff meeting held by school administrator.
• Communicate with students and families to support remote learning.

- Assist teachers in communicating expectations for assigned lessons.
- Work with small group/individual students for enrichment.
- Respond to communications within 24 hours, Monday through Friday, via email and/or other platforms.

At-Home Learning
Families are valuable partners in the education of all of our students. These helpful tips for both students and families will help create a home-learning environment to help students thrive in learning at home.

Students:
- Identify a comfortable and quiet space to learn and study.
- Dedicate appropriate time to learning, using the time on task recommendations or as guided by your teacher(s).
- Check the online platforms daily for information on classes, assignments, and resources.
- Ensure that you know your usernames and passwords for instructional resources that are accessible via the district portal and/or website.
- Engage in online learning activities being offered by your teachers and/or provided through online resources.
- Adhere to the Student Code of Conduct while participating in online remote learning.
- Submit all assignments by the due dates established by your teacher(s).

Families:
- Ensure that a mobile/technology device and internet access are available at home; contact your child's school if there is a need for a technology device and/or internet access for at-home use.
- Monitor district communications for up-to-date information regarding school closures, instructional continuation plans, and distance learning resources.
- Visit the Online Learning Resources page for updates and helpful resources to support student learning and well-being.
- Ensure that your children know their usernames and passwords for instructional resources, and encourage their participation in remote learning offerings.
- Maintain communication with your child's/children's teachers and school counselor(s).
- Engage your children in conversations regarding assignments.
- Monitor time spent engaging in online and offline learning.
- Support your children's emotional balance by providing time daily for physical activity and play.
- Ensure that your child reads daily for a minimum of 30 minutes for students in K-5 and 60 minutes for students in grades 6-12. Speak with your child's teacher about the selection of resources in the MPS eBook database.
- Become familiar with the Grading Expectations and Guidelines, Promotion and Retention of Students and Graduation Requirements as set forth by the Milwaukee Board of School Directors on April 23, 2020.

GRADING EXPECTATIONS AND GUIDELINES

Administrative Policy 7.33 describes our grading systems such that "the school system, therefore, shall seek in its instructional program to make achievement both recognizable and possible for students, and it shall emphasize equity of opportunity and achievement in its instruction, as well as in its assessment and grading

practices." Per best practices and Administrative Policy 7.33, Milwaukee Public Schools staff has the responsibility to complete the grading process for the 2019–20 academic year to best represent student performance. Students must be held harmless in this process.

Elementary School Students K–5 and K–8
- All K–8 teachers will review and update/finalize all grade books and report cards for Trimester 2 (T2) by April 27.
- Teachers have a responsibility to review and revise the T2 proficiency marks and consider any new or makeup evidence submitted during the school closure.
- Teachers may offer enrichment instruction to increase student success in meeting grade-level standards and may update their cumulative grade books before posting a final grade for the end of the year. There will be no grades posted in Trimester 3.
- **Early start calendar schools—Infinite Campus grading windows**
  - Teachers will have until May 21 to continue to virtually interact with students and update Campus grade books as needed. The grading window in Infinite Campus (Campus) will be May 4 to May 22. Administrators will then have until May 29 to review and send home report cards.
- **Traditional start calendar schools—Infinite Campus grading windows**
  - Teachers will have until June 11 to continue to virtually interact with students and update Campus grade books as needed. The grading window in Campus will be May 21 to June 12. Administrators will then have until June 19 to review and send home report cards.
- If teachers have additional evidence collected during the coming weeks, then that evidence should be reflected in the final grade.
- School administrators have the responsibility to review and finalize this work.

Middle School Students
- All middle school teachers will review and update/finalize all grade books and report cards for Term 3 (T3) by April 27.
- Teachers have a responsibility to review and revise the T3 proficiency marks and consider any new or makeup evidence submitted during the school closure.
- Teachers may offer enrichment instruction to increase student success in meeting grade-level standards and may update their cumulative grade books before posting a final grade for the end of the year.
- **Traditional start middle schools—Infinite Campus grading windows**
  - Teachers will have until May 21 to continue to virtually interact with students and update Campus grade books as needed. The grading window in Campus will be May 4 to May 22. Administrators will then have until May 29 to review and send home report cards.
- If teachers have additional evidence collected during the coming weeks, then that evidence should be reflected in the final grade (T4).
- Please note that standards without evidence on the students' report card are deemed "harmless" and should not be used as a source to determine a student's grade.
- School administrators have the responsibility to review and finalize this work.

Administrative Policy 7.36: Promotion and Retention of Students
FOURTH- AND EIGHTH-GRADE PROMOTION REQUIREMENTS

(a): Students who are promoted from fourth grade to fifth grade or from eighth grade to ninth grade shall be required to meet at least one of three criteria:

Criterion 1: Academic Performance is defined as proficiency levels in reading, English/language arts, mathematics, science, and social studies as measured and defined by classroom assessments based on district-adopted grade-level standards.
Criterion 2: Test results are a proficiency level of basic or above, which is measured and defined by the appropriate state assessment in English language arts, mathematics, science, and social studies.
Criterion 3: Recommendations of teachers shall be determined by a school-based team that is to include the classroom teacher(s) and uses district guidelines.

(b): The criteria must be met in the following manner:

1. Criterion 1 shall be considered first.
2. When a student meets Criterion 1, Criterion 2 and Criterion 3 are not to be considered.
3. When a student does not meet Criterion 1, then either Criterion 2 or Criterion 3 must be met.

- For the 2019–20 school year, teachers should review data that are available and provide their recommendation for promotion or retention.
- All K–8 and middle school teachers will review and update and finalize all grade books and report cards with evidence obtained through the remainder of the semester.
- Students may not be retained if the MPS retention protocol has not been followed.
- Students who enrolled later in the school year will need to have records reviewed to ensure that they are not unduly burdened by the school closure.
- Grades 4 and 8 teachers who are tasked to complete the Student Performance System (SPS) report in Campus will consider only Criterion 3: teacher recommendation. Updated instructions will be available soon.

Contracted Schools

Contracted schools have the autonomy to use different student information systems, grading practices, and graduation requirements. Alternative programs may also have different reporting practices. The following list shows what each contracted site or alternative site/program uses per our Student Information System (SIS):

School	Grade Level	Information System
Carmen Schools of Science and Technology	6–12	Uses an independent SIS

K.T. Daniels University Preparatory Academy	K4–8	Uses Campus
Highland Community School	K–8	Does not use Campus for grades
Hmong American Peace Academy	K–12	Uses Campus—no posted grades to date
La Causa Charter School	K4–8	Uses Campus to post grades
Milwaukee College Preparatory	K–8	Uses an independent SIS
Milwaukee Environmental Sciences Academy	K4–8	Uses Campus to post grades
Milwaukee Excellence Charter School	6–9	Uses Campus for high school only
Milwaukee Virtual School Program	6–12	Posts grades to transcripts manually
Next Door	K	Does not use Campus for grades
Southeastern Education Center	6–8	Does not use Campus for grades

All of the listed schools need to complete and record final grades for all students.

High School Students
Milwaukee Public Schools moved to pass/fail grades for the last report card of the 2019–20 school year for students who would otherwise receive traditional letter grades. A pass/fail system has been established in MPS and not only in our surrounding school districts but districts and universities nationwide.

Current High School Students Grades 9, 10, and 11
All students will earn pass or fail for the courses taken in semester two of the 2019–20 school year. Teachers will post passing grades as "P."
- **If passing at Term 3 (T3)** evidence snapshot, then the student passes the course.

- o Teachers may continue to offer enrichment activities to students who are passing to encourage and support increased college and career readiness.
- **If a student is failing,** teachers have a responsibility to review and consider any new or makeup evidence submitted during the school closure and revise grades appropriately (T3 snapshot).
  - o The building administrator has the responsibility to review and finalize this work.
  - o The timeline for teachers to update records for T3 will be by April 27.
- **If students are still failing after this review:**
  - o Teachers may continue instruction and assessment to help students pass by the end of the semester.
  - o Students with disabilities and English learners should be supported appropriately.
  - o Project STAY and Groppi High School students will need to have passed courses recorded in the T3 course final, and the grades will need to be posted to the transcript.
  - o Teachers at Project STAY and Groppi High School will review and revise the T3 final grades and consider any new or makeup evidence submitted during the school closure. Teachers will post passing grades as "P."
  - o The building administrator has the responsibility to review and finalize this work.
  - o Teachers may continue to support students in completing additional courses to earn credits toward graduation by the end of the semester.
  - o After the T3 snapshot grades have been finalized by April 27:
    - ▪ Teachers may continue to offer enrichment activities to students who are passing to encourage and support increased college and career readiness.
- **If a student is failing:**
  - o Teachers may offer continued course instruction and a final evidence of proficiency assessment to students to increase opportunities for success.
  - o Teachers should add any available new or makeup evidence submitted during school closures and post to T4 course final.
  - o Teachers will have until May 21 to continue to virtually interact with students and update Campus grade books as needed. The grading window in Campus will be May 4 to May 22. Administrators will then have until May 29 to review and send home report cards.
  - o Teachers will follow the usual procedures for updating their grade books and posting final grades during the grading window listed above.
  - o All grades will be marked as a P for pass or U for failure. Directions will be available soon.
  - o The responsibility of the building administrators is to review and finalize this work.

School counselors will review data about students who enrolled later in the school year to ensure that they are not unduly burdened by the school closure. School counselors may reach out to previous schools or districts to get the most recent student progress. All cohort dates need to be updated and corrected where absent. Families should be contacted after the review so that they are aware of their student's status. Follow directions detailed in the *End of Year Instructions 2020* document that will be sent to schools soon.

Current Graduation Cohorts 2017–20
All students will earn pass or fail for the courses taken in semester two of the 2019–20 school year. Teachers will post passing grades as "P." If passing at Term 3 (T3) evidence snapshot, then the student passes the course.

- o Teachers may continue to offer enrichment activities to students who are passing to encourage and support increased college and career readiness.
- ● **If a student is failing,** teachers have a responsibility to review and consider any new or makeup evidence submitted during the school closure and revise grades appropriately (T3 snapshot).
    - o The building administrator has the responsibility to review and finalize this work.
    - o The timeline for teachers to update records for T3 will be by April 27.
    - o If students are still failing after this review, several options are available:
        - ▪ Teachers may continue instruction and assessment to help students pass by the end of the semester.
        - ▪ Students may take specialized courses being offered by the district. Families will be contacted by the school administration.
        - ▪ Students with disabilities and English learners will be supported appropriately.
        - ▪ Project STAY and Groppi High School students will need to have passed courses recorded in the T3 course final, and the grades will need to be posted to the transcript.
        - ▪ Teachers at Project STAY and Groppi High School will review and revise the T3 final grades and consider any new or makeup evidence submitted during the school closure. Teachers will post passing grades as "P."
    - o The building administrator has the responsibility to review and finalize this work.
    - o Teachers may continue to support students in completing additional courses to earn credits toward graduation by the end of the semester.

After the T3 snapshots grades have been finalized by April 27:
- o Teachers may continue to offer enriching activities to students who are passing to encourage and support increased college and career readiness.
- ● **If a student is failing:**
    - o Teachers may offer continued course instruction and a final evidence of proficiency assessment to students to increase opportunities for success.
    - o Students may enroll in specialized courses.
- ● Teachers should add any available new or makeup evidence submitted during school closures and post to T4 course final.
- ● Teachers will have until May 21 to continue to virtually interact with students and update Campus grade books as needed. The grading window in Campus will be May 4 to May 22. Administrators will then have until May 29 to review and send home report cards.
- ● Teachers will follow the usual procedures for updating their grade books and posting final grades during the grading window listed above.
- ● Teachers of record in specialized courses will enter grades of students who have completed specialized courses on Edgenuity to meet course requirements and earn credits.
- ● All grades will be marked as a P for pass or U for failure. Directions will be available soon.
- ● The responsibility of the building administrators is to review and finalize this work.

School counselors will review data for students who enrolled later in the school year to ensure that they are not unduly burdened by the school closure. School counselors may reach out to previous schools or districts to get the most recent student progress. All cohort dates need to be updated and corrected where absent. Families should be contacted after the review so they are aware of their student's status.

School counselors will complete a final review of the MPS Graduation Checklist and employ the guidance approved by the Milwaukee Board of School Directors at the April 23 board meeting to determine graduates. A list of all grade 12 graduates will be submitted to the data processing secretary for entry into Campus. Directions on this task are available to all schools on the *End of Year Instructions 2020* document.

Graduation Requirements
The district was approved to request a waiver from the Wisconsin Department of Public Instruction to eliminate the civics test requirement for graduation. If students did not pass the civics test prior to the closure of schools but have met other requirements for graduation, they will be able to graduate.

Graduation requirements have been modified for the students in the graduation cohorts of 2017, 2018, 2019, and 2020. If the student meets the credits required in Wisconsin Administrative Code PI 18.03, then the student will graduate. Credits required are the following:

        a.   4 credits of English
        b.   3 credits of math
        c.   3 credits of social studies (no specific course requirements)
        d.   3 credits of science
        e.   0.5 credits of health
        f.   1.5 credits of physical education

If the student is currently enrolled in a GEDO #2 or a competency-based program and meets the outlined criteria in those programs, then they will graduate. Be certain to follow new guidelines for testing approved by the Department of Public Instruction. If students are currently enrolled in a GEDO #2 program, the student could also meet graduation requirements through competency-based programs or by completing the GEDO #2 exams if a test site opens in May–July.

Contracted and alternative sites/programs contracted schools have the autonomy to use different student information systems, grading practices, and graduation requirements. Alternative programs may also have different reporting practices. The following list shows what each contacted site or alternative site/program uses per our Student Information System (SIS):

School	Grade Levels	Information System
Assata High School	9–12	Uses Campus to post grades
Banner Preparatory High School	9–12	Uses Campus to post grades (trimesters)

Carmen Schools of Science and Technology	6–12	Uses an independent SIS
Grandview High School	9–12	Posts grades to transcripts manually
Hmong American Peace Academy	K–12	Uses Campus—no posted grades to date
Lad Lake Synergy	6–12	Uses Campus to post grades
MATC Program	9–12	Posts grades to transcripts manually
Milwaukee Community Cyber High School	9–12	Posts grades to transcripts manually
Milwaukee County Youth Education Center	9–12	Posts grades to transcripts manually
Milwaukee Virtual School Program	6–12	Posts grades to transcripts manually
Nova High School	9–12	Uses Campus to post grades
Shalom High School	9–12	Uses Campus to post grades

All the listed schools need to complete and record final grades for all students. Email Tammy Nemoir at nemoirtp@milwaukee.k12.wi.us no later than May 29 to have final grades posted to the transcripts. High schools need to complete a final review to determine whether the students have met the school's graduation requirements or employ the requirements approved by the Milwaukee Board of School Directors at the April 23 meeting to determine graduates (see above). All grade 12 graduates will be marked appropriately in Campus. Directions on this task are available to all schools in the *End of Year Instructions 2020* document that will be sent to schools soon.

The outline above provides the most accurate reporting of student progress and provides the best possible outcomes for our student body. Teachers from all schools need to post current grades based on evidence available to them for all students.