



MEMORANDUM

DATE: March 25, 2021

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

FROM: Dr. Jacqueline Mann

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

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

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

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

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

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

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

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

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

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

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

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	participate. If space and services are available, schools may choose to operate at full capacity on April 14, 15, and 16.
37. What is being done to fill vacant kitchen manager positions and building engineer/building service helpers to prepare for return?	Building Operations has a low vacancy rate and is meeting the needs to provide personnel where needed. School Nutrition Services has 20 kitchen manager vacancies. The department is working to recruit personnel and stands ready to support the nutritional needs of our students.
38. How can kitchen managers have meals ready without stable assessment of in-person attendance?	To prepare for in-person learning, the nutrition staff used estimates. Nutrition staff will further use the results of the survey to specifically prepare for in-person meals. Students attending school virtually can pre-order meals once per week through the website and pick up at the closest school.
39. How can we receive reopening procedure updates in real time? How will the public receive them?	School sites will provide their school community with specific reopening procedures and post protocols on their respective websites. The district will keep the Roadmap to Readiness plan on the district website updated and available to use a resource guide.
<p>40. Below are updates I heard during the board meeting that were not provided in the original PowerPoint 2x2. Can I receive confirmation that this is true?</p> <ul style="list-style-type: none"> • Individual manipulative materials will be available for students (not just reading). • We are utilizing the updated CDC guideline of 3 feet. • Lockers can be used (meaning students may congregate). • We have records on how many people in our workforce (and potentially their families) have preexisting conditions because we are self-insured. What is the total percentage estimate of 	<p>Manipulatives and learning materials will be made available for students, and each student will have storage for his/her personal set of supplies. Individual materials (e.g., consumable workbooks, crayons, makers, scissors, etc.) may be included. Other classroom supplies, such as guided reading texts, may be used if each student has an individual copy and the book can be quarantined for 24 hours before being used by another student.</p> <p>Individual materials can be used to support instruction. Sharing of materials will be minimized as much as possible. Materials must be cleaned between use if shared.</p> <p>The Milwaukee Health Department Order 6.0 still recommends 6 feet physical distancing to the greatest extent possible.</p> <p>Lockers can be used if the schools assign them to individual students. Backpacks may be used to carry personal belongings. School staff will create scheduling and supervise during passing time to minimize students congregating.</p> <p>Staff with preexisting conditions will have to apply for a workplace accommodation by April 12, 2021. We will not know the number of people included in this population until the applications are reviewed/approved. Teachers/staff provided this particular accommodation</p>

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

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

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

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

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

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

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

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

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

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

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

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

Questions from Teachers via Board Members	Administration's Response
<p>1. Why is district administration telling building principals and parents that virtual students have to be online all 7 hours of the day? That is not developmentally appropriate or good pedagogy. It would also be horrible to change schedules on students now. Why can't we keep schedules with minor changes to keep consistency?</p> <p>2. Since the Board voted to return, school teams will now have very little time to meet and plan, especially considering that spring break is approaching. Will they be paid for meeting outside of school hours? When will they be given time to present what they plan to staff in regard to routines for morning arrival, dismissal, bathroom routines, lunch routines, and procedures, etc.?</p> <p>3. What is being done in regard to the concern with the variants now in Wisconsin and the data showing that it affects children more than the original strain? Is there a set point where the whole district would move back to virtual?</p> <p>4. Since Wednesdays are asynchronous and intended for cleaning staff to do deep cleaning, can teachers choose to work from home?</p> <p>5. Will before- and after-school care be in place for all schools starting day one? Will they be open on Wednesdays for students who are currently enrolled and need it?</p> <p>6. Do buildings have enough bandwidth to support this? In past years when there has been all-school testing there have been many technology issues.</p>	<p>1. When the school reopens for in-person learning, the students remaining virtual will follow the in-person schedule with a live broadcast of classroom activities. All students will follow the traditional school bell schedule. Physical breaks and brain breaks will be scheduled throughout the day and during class periods.</p> <p>2. Schools are currently open for school staff. The Board motion determined a start date after spring break. Planning time during the break would be voluntary. Principals will provide plans for routines and procedures on April 12 and 13 during one-hour professional learning time each day. The remainder of each of those days will be set aside for individual teacher planning.</p> <p>3. All staff has had access to the COVID-19 vaccine. There have been additional efforts to bring vaccinations to at least 10 zip codes in the Milwaukee community. The public guidance instructs the community to layer mitigation strategies to protect self and others.</p> <p>The closing procedures for the district are as follows:</p> <ul style="list-style-type: none"> • One confirmed positive case in a classroom will lead to that class returning to virtual instruction for 14 days. • Three confirmed positive cases in a school will lead to that school returning to virtual instruction for 14 days. <p>MPS will follow guidance from city and state as it relates to district closure guidance.</p> <p>4. The expectation is that school staff works in the assigned school location five days a week beginning April 12, 2021. Building operations will develop a schedule to not interfere with the responsibilities of staff.</p> <p>5. CLCs, Safe Places, and camps that were previously operating will be available upon reopening in-person learning. These programs will operate full days on Wednesdays.</p> <p>6. Yes, and we will continue to monitor for issues.</p>

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

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

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<p>19. Classrooms have still not been touched since summer. There has been no deep cleaning of buildings. Will they be cleaned and wiped down before returning? That has still not happened as of this email being sent. Who do schools or staff contact with concerns when proper cleaning is not happening?</p> <p>20. Have you as Board members toured the buildings to see if these things are actually happening with fidelity? Have you seen the supplies given to classrooms? (I have included a picture of what classrooms have received so far...)</p> <p>21. Why are only classroom teachers being given plexiglass and not ALL staff? Also, have you seen the plexiglass? (It is not acceptable.) Why is it not being ordered for students?</p> <p>22. What has been done to improve ventilation? The plan states that all classrooms with windows have had broken windows fixed. What about classrooms and offices without windows? The coatrooms and cubbies that have been turned into SPED classrooms and offices don't have ventilation air returns or windows, so what is being done about that?</p>	<p>or encouraged by a teacher or other member of the school staff.</p> <ol style="list-style-type: none"> 2. The parent contacts the principal in writing if they are interested in an opt-out from state testing. 3. The principal will discuss the importance of testing and the use of results data with the parent. The principal also shares information on the state statute regarding opt-outs, encouraging participation. This is a good time to address parent questions and concerns. 4. Opt-outs are granted per state statute in grades 4, 8, 9, 10, and 11. 5. Principal discretion may be used at other grade levels if the school participation rate does not fall beneath 95% participation overall or in any subgroup in rare circumstances. If Wisconsin Department of Public Instruction receives approval of their waiver request, the 95% test participation may not be a concern. 6. Principal provides copies of approved opt-out letters to the Department of Research, Assessment, and Data. <p>19. Building operations have been cleaning throughout the school year. There have also been additional staff hired to increase cleaning efforts. Classrooms have been thoroughly cleaned and prepared for use with PPE and cleaning supplies provided. Staff with questions may contact their building administrator.</p> <p>20. Building walkthroughs have been conducted with some Board members and MTEA members to verify readiness.</p> <p>21. Plexi barriers and appropriate PPE will be provided to students and staff members as well as other PPE.</p> <p>22. Per the CDC and American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines, the Department of Facilities and Maintenance Services has adjusted the mechanical systems to maximize the outside air intake into the system without overburdening the system to provide ventilation. The system is running two hours before and two after occupation of the building. The filtration system has been upgraded if possible without compromising the</p>

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<p>23. We have been told that HEPA air filters have been ordered for classrooms. Where are they? Because they haven’t been delivered to all schools. And some schools received only a few, so when will the rest be delivered and installed?</p> <p>24. Were offices and special ed rooms (small ones usually considered offices) included in those counts? What about staff who work in cubbies in hallways—will they be given HEPA filters? It seemed like those were just added on last night to appease the Board, so will they be available before returning?</p> <p>25. More cleaning people have been brought in, but every year there are many instances where workers from the agencies don’t show up, clock in and leave, or don’t actually do the cleaning, Buildings in past years have been left in disgusting conditions and there have been many nights in a row with “emergency cleaning” where only the garbage is emptied. What is the plan to make sure this doesn’t happen and buildings are actually cleaned and sanitized every day? Who do we contact if it isn’t so that people can be sent immediately to help in those situations?</p> <p>26. Are there sanitizing stations around the buildings?</p> <p>27. Will sanitizer and cleaning supplies be supplied to staff? Because in the past, teachers purchased that.</p> <p>28. We are told classes will be no larger than 15 students. What happens to students if more return than 15? If they are put in overflow rooms, who will teach those? How is this being communicated to parents ahead of time? Many parents would be upset if their child’s teacher changes at this point in the year or if they were in an overflow room and not with their peers and teacher who they have created relationships with this year. What happens when the school has no</p>	<p>mechanical system. Filters are being changed more frequently, and mechanical systems are being monitored daily. By building code, staff or students cannot occupy a space without ventilation. All rooms with or without windows that allow occupants have proper ventilation.</p> <p>23. Portable HEPA filtration units or air purifiers will arrive before staff returns on April 12, and the units plug into an outlet. No training is needed and, like any other appliance or device, the unit will come with an information manual if staff has any questions.</p> <p>24. Portable HEPA filtration units or air purifiers will arrive before staff returns on April 12, and the units plug into an outlet. No training is needed and, like any other appliance or device, the unit will come with an information manual if staff has any questions.</p> <p>25. Building operations have been cleaning throughout the school year. There have also been additional staff hired to increase cleaning efforts. Classrooms have been thoroughly cleaned and prepared for use with PPE and cleaning supplies provided. Staff with questions may contact their building administrator.</p> <p>26. Sanitation stations are located in buildings at appropriate locations such as the main office or teaching lounges. The stations should not be accessible to students.</p> <p>27. Sanitizer, PPE, and cleaning supplies will be supplied and replenished by the district.</p> <p>28. Based on the school survey results, schools will be able to determine where additional staff and space may be needed to accommodate all in-person learners.</p>

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

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

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

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

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

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

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

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

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

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

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

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