



Whitefish Bay

SCHOOL DISTRICT

District Opening Plan

2020-2021



FOCUS PLAN

OUR VISION

The School District of Whitefish Bay, in partnership with families and community, is student-centered with a tradition of educational excellence. We will build upon this tradition by:

- | Empowering students with the knowledge, skills, and character necessary to thrive in a changing, global society.
- | Respecting the diversity of our students and engaging them as individual learners in an innovative learning community.
- | Addressing the needs of the whole child in a caring, inclusive environment.

OUR GOALS & KEY STRATEGIES

Academic Achievement & Engaging 21st Century Learning

Every student will meet or exceed comprehensive learning standards to promote future success within our global society.

- ①. Develop exemplary, standards-based curriculum and assessment.
- ②. Develop and implement data-driven, differentiated instruction across all grade levels and subject areas.
- ③. Develop and implement timely, comprehensive support systems to ensure success for every student.
- ④. Ensure access to reliable, secure and sufficiently robust technology infrastructure that facilitates transformational educational practice.

Supportive Environment & Whole Child Development

Every student will experience a caring, inclusive learning environment that supports the development of the whole child with balanced attention to physical, social, emotional, and intellectual well-being.

- ①. Conduct a strengths and needs analysis, including the development of a student feedback process to inform the continuous improvement of a caring, inclusive and culturally responsive environment.
- ②. Provide professional development for all staff members about nurturing the whole child.

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A Letter from the Superintendent

Greetings Whitefish Bay School District Families,

We hope you all had an enjoyable summer and were able to find some time to relax and safely spend time with friends and family over the past several weeks. This communication is intended to provide an overview for the 2020-21 school year and how we will best engage all learners during the COVID-19 era. We understand the March emergency shutdown had a significant impact on students, families, staff and the community. Thank you for your flexibility and support as we launched a virtual learning platform in the District.

District leaders and team members have been working on plans to open the 2020-21 school year based upon many unknowns and different scenarios related to COVID-19. In early June, the District assembled an Opening of School Roadmap Ad Hoc Committee to gain feedback on our initial plans. District leaders, staff, parents and community members worked to prioritize safety and operations, learning, and supporting students as key goal areas for the upcoming school year. Reviewing spring and summer survey data from staff and families provided additional information and feedback for our plans. Mitigating safety risk for all school community members and implementing a range of flexible instructional models that are responsive to the needs of all students is our goal. Exhibiting the disposition of flexibility will provide all the mindset to work through the challenges and opportunities that await us. Below are key areas that continue to be attended to:

- **Safety and Operations** - We continue to build a culture of safety for all. Implementing enhanced mitigation measures will best provide a safe learning environment. Safety practices as outlined in the CDC guidelines, as well as our ongoing partnership with the North Shore Health Department, guide our safety plan.
- **Learning** - We will be prepared to provide a consistent and stable learning platform using the best possible delivery mode for all students. Meaningful student engagement and increased student ownership in the learning process will be enhanced. Being able to shift in and out of instructional modes based upon safety is essential.
- **Supporting Students, Families, and Staff** - Supporting all of our stakeholders across diverse learning environments and experiences is paramount. We will continue to provide ongoing, transparent communication, resources, and cultivate a sense of belonging and community.

- **Disposition of Flexibility** - Being able to adjust to the changes that will occur during the school year is of the utmost importance. We are committed to working together as a school community through the 2020-21 school year and beyond.

Thank you to all Ad Hoc Committee Members for your generous offering of expertise and time. As we move into the 2020-21 school year our team members remain committed to our District Focus Plan and making the best school year possible for all.

On August 3, 2020 the School Board approved beginning the school year in a Blended AA/BB model with a virtual option for families. We plan to be in this model through the end of Quarter 1, at which time the School Board will reevaluate to determine if a change is appropriate. Should there be a significant COVID-19 outbreak, or specific school/District cases, schools may shift to full virtual learning.

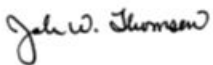
AA/BB Model

- **Monday and Tuesday** - Families with last names beginning **A - La** attend school in person, while families with last names **Le - Z** attend virtually.
- **Wednesday** - Both the A - La and the Le - Z cohorts attend virtually.
- **Thursday and Friday** - Families with last names beginning **Le - Z** attend school in person, while families with last names **A - La** attend virtually.

Based upon the CDC guidelines, the **AA/BB Model** provides the physical distancing necessary in the classrooms and within our school environments. This is just one aspect of our mitigating risk plan.

Our positive partnership with the North Shore Health Department continues and we will work with their team to address any COVID cases that may occur. Whether in person or virtual, we are committed to making the 2020-21 school year meaningful and engaging for all students. Thank you for your ongoing support and we wish you a great school year.

Yours in Education,



Dr. John W. Thomsen
Superintendent

Safety and Operations

As we continue to work toward maintaining healthy operations and reinforcing a culture of health, safety, and shared responsibility, we have partnered with the North Shore Health Department in working toward our plan for return to school, responding to symptoms of illness, and helping when positive cases of COVID-19 are identified. This was also reviewed and informed by the communities Ad Hoc planning committee. This safety and operations section will include information about our plan to provide safe and healthy spaces, activities, how we plan to maintain a healthy environment, as well as additional resources for the upcoming school year.

Safe and Healthy Spaces

General health and hygiene prioritizes students **staying home when sick**, having families/students perform a self-health check using a list of symptoms (provided by the District) indicative of COVID-19. If students are experiencing any of the listed symptoms, or have tested positive for COVID-19, they cannot report to school, should stay home, and consult their medical provider. They would also need to notify our student COVID contact Jackie Turkal (school district nurse at 414-963-3989), who will help to direct the process, including requirements that need to be met before allowing a return to in person learning.

Masks/face coverings will be **required** for everyone within the buildings and on District grounds, including students unless ADA or medical accommodation is needed. Details of this requirement will be provided. Staff will work with students on **increased hand hygiene**, establishing hand washing routines. These routines will include washing hands before and after things such as eating, blowing your nose, or after restroom use. Information about handwashing, including fact sheets, “how to,” and lesson plan ideas for elementary level students will also be shared with staff and students. Two other important pieces of providing safe and healthy spaces are the need for **physical distancing** (6 feet) and **good respiratory etiquette**, both of which we will also be providing additional resources for.

Many of our spaces will look different at the return of school, including school offices and classrooms. **Visitors will be limited** to essential need only, with meetings being held virtually when possible. Physical modifications in offices will include **acrylic dividers** at reception areas, **hand sanitizer** pumps, and **visual cues** to help remind people of social distancing and face covering requirements. **Classroom layouts** will look different, accommodating physical distancing to the extent possible. We will also have surface disinfecting wipes available and hand sanitizer in many of our spaces for use throughout the day. Other areas of our school buildings, such as entrances, hallways, restrooms, gathering or common spaces, and vending areas will have signage, reminding

students of the need for physical distancing, hand hygiene, and face covering requirements. Hand sanitizer will be available throughout the hallways within the buildings as well.

Safe, Healthy Spaces and Activities

Addressing this will require modifying the use of our larger gathering spaces such as our fieldhouse, great rooms, cafeterias, and gyms. Great rooms and cafeterias won't be used during lunch hours in K-8, but will be used to help provide additional space to meet educational needs in the school buildings throughout the day. The field house and gyms will still be used for PE classes, however PE instruction will be modified to meet social distancing requirements. Transportation needs will be met as usual for all of our students that use them. Drinking fountains will be turned off throughout our schools, however we will have all of our touchless bottle fillers on, and available for use.

Classroom Examples:



Classroom Seating:

Half Class Model

- 13 student desks
- Side aisles 3.5-4'. A person walking there remains 3' from seated student
- Students at classroom library are 6' away from closest student desks
- Teacher can move safely among student desks to collect assessment information and provide formative feedback
- Space on side aisle for Special Education staff to be seated to assist student

Maintaining a Healthy Environment

We have been working to develop an enhanced cleaning and disinfection plan for all space types, such as classrooms, entrances, restrooms, hallways, and stairwells. Buildings and Grounds/Custodial staff will be focusing on their regular cleaning practices, with extra emphasis on disinfecting frequently touched surfaces such as door handles, pushes, pulls, light switches, hand railings, desks, tables, faucet handles, and dispenser touch points. A process is in place for monitoring and maintaining inventory of our equipment and supplies needed to provide a safe and healthy environment, such as electrostatic sprayers, face coverings, face shields, non-contact infrared thermometers, and our supplies such as soap, hand sanitizer, and surface disinfecting wipes. Our ventilation systems will be adjusted to increase the amount of outside air introduced into our schools where possible, and all air handling units and unit vents in our schools will have MERV 13 filters installed as recommended by CDC.

School health office/clinic operations may look a little different this year. Some minor concerns will be addressed within the classroom or the school office, such as old injuries, bandaid replacements, or chapped lips, leaving the health office/clinic staff available to deal more closely with needs such as medication needs, more significant physical injuries, and illnesses. A designated isolation room has been identified in each building that will be used if someone has symptoms of COVID-19, or if we have a confirmed case of COVID-19 during the school day.

Additional resources for learning about COVID-19 will be provided to families, including preventive measures, symptoms of COVID-19, COVID-19 symptoms versus other illnesses such as seasonal allergies and the flu, and how to talk to children about COVID-19. Information will also be provided about how the school district will respond to exposure of confirmed cases, and other frequently asked questions.

Learning Environment

On March 15, 2020, Governor Evers closed all public and private schools without notice due to the COVID-19 Pandemic. When we first were directed to close our school buildings in March, we did not realize it would be the last time we would see our students in person that school year.

This “Emergency” Virtual Learning Time (VLT) model was built for a short-term solution for families and staff. The District had students, staff, and families complete learning environment surveys in April and June to provide additional information to building and District leadership teams if we needed to go virtual in the near future. As early as June 15, 2020 the survey data was analyzed by each building level leadership team and District leadership to design our schedule, instructional design and safety measures no matter if we returned in person, in smaller cohorts or virtual.

The updated and more engaging Virtual Learning model will have structured, synchronous (live) opportunities for students and teachers to interact regularly via video conferencing. This model will be a significant improvement for students' learning experiences during the 2020-2021 school year.

Wisconsin Department of Public Instruction (DPI) Information

On Monday, June 22, 2020, the Wisconsin Department of Public Instruction published Education Forward, a guidance document for Wisconsin district and school leaders to use as they plan for a safe, efficient, and equitable return to school for the 2020-21 school year amid the COVID-19 pandemic.

As of August 5, 2020, DPI has yet to communicate the following:

- Determining virtual instruction minutes - guidelines to be posted to DPI website soon. This will allow districts to finalize schedules based on minute calculations, until then we can not calculate instructional hours in our DRAFT schedules.
- School Districts are planning without the assumptions of any of the waivers or modifications that were given in Spring 2020:
 - Educator Effectiveness
 - Instructional Hours
 - State Assessment System- Spring Testing including the Civics Graduation Requirement

Until we receive further information from DPI, specifically in virtual instruction minute calculations, we are not able to finalize District’s daily schedules and instructional plans.

Virtual Learning Improvements for 2020-2021

Based on the feedback families and educators shared in our April and June surveys, we are planning several improvements to virtual instruction, as a part of a Blended model, Virtual “Real Time” Learning, or Virtual Learning 2.0.

- Strengthening teacher-student relationships through live daily instruction that requires less at-home adult assistance.
- Supporting families with consistent expectations for attendance, instruction, and grading across grade levels and schools.
- Simplifying technology for students and families by using consistent learning management systems — Seesaw for K-2nd grades, Google Classroom for 3-5th Grade, and Canvas for 6-12th grades.
- Ensure we are reaching all students by closing the gaps in internet and device access, providing tech support opportunities.

Virtual Learning Management Platforms

Students will be instructed how to use the learning management platform and other technology tools during the beginning of the school year. This will be embedded in normal lessons provided by both the Library Media Specialist and classroom teachers. This will help improve engagement and reduce the frustration of both the students and parents. Technology training for families and students is already completed and found on our [District’s Back To School Information Website](#).

4K-2nd Grade	
Seesaw	Students at the primary level will have access to Virtual Learning Time (VLT) through Seesaw. Teachers are expected to post assignments and provide notes, links and resources using this platform.
Grades 3-5	
Google Classroom	Students at the intermediate level will have access to Virtual Learning Time (VLT) through Google Classroom. Teachers are expected to post assignments and provide notes, links, and resources using this platform.
Grades 6-12	
Canvas	Students at the secondary level will have access to Virtual Learning Time (VLT) through Canvas. Teachers are expected to post assignments and provide notes, links, and resources using this platform. Online discussions and assessments are possible for formative checks.

Blended and Virtual “Real Time” Learning Options

Blended “Cohort” Environment

Blended Learning is in person and a virtual continuous learning environment. Students will attend in person, in one of two groups with the alternate days in virtual “real time” learning that will be synchronous or asynchronous based on the learning target(s) and/or schedule.

Elementary and Middle School

- Students will attend in person, in one of two groups with the alternate days in virtual learning that will be synchronous or asynchronous based on learning target and/or schedule
- Wednesday - Virtual Learning Time, staff collaboration and professional learning
- Attendance will be maintained through current Board policy
- Grading and reporting policies remain the same

High School

- Students will attend in person in one of two groups with the alternate days in virtual learning that may be synchronous or asynchronous based on learning target
- Wednesday - Virtual Learning Time, staff collaboration and professional learning
- Attendance will be maintained through current Board policy
- Grading and reporting policies remain the same

2-Day Block (AA/BB)- Schedule for in person learning. Students will do virtual learning the remainder of the week.

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A In-person	Cohort A In-person	Cohorts A & B Asynchronous Virtual Learning	Cohort A Virtual	Cohort A Virtual
Cohort B Virtual	Cohort B Virtual		Cohort B In-person	Cohort B In-person
Virtual Learning	Virtual Learning	Virtual Learning Asynchronous	Virtual Learning	Virtual Learning

Virtual “Real Time” Learning

Students will attend classes from home while some students are attending in person. Some families can choose this option 100% full time. Students will connect to a class, ask questions, and

experience class instruction and activities in “real time” for core (math, science, social studies, and English language arts) area classes. Some classes may not be available in this model, and based on participation rates we may dedicate full time teachers to this model. Expectations, including attendance, and rigor of assignments will be the same for students attending school in person and virtual. Classroom instruction is delivered in person with a blend of direct instruction, individual student work, and/or small group instruction in a traditional, student- centered format.

- All levels will have **live daily core instruction** that requires less at-home adult assistance.
- In this option, students may log into a classroom where other students are attending class in person, or based on enrollment may be staffed into their “own” classroom/course
- Students may/may not have their “assigned” teacher for the course/grade level providing the synchronous experience
- Parents/students may need to pick up support materials/resources
- The learning management systems (LMS) will continue to be utilized
- The student will be provided their schedule to minimally include specific English/language arts, math, science, and social studies. In this option, most advanced level courses will be available. Some elective/ ENCORE options may not be afforded to students participating in virtual learning.
- If the virtual “real time” learning option is selected, the student placement will be **for a quarter** of the school year for staffing reasons.

2020-21 Registration

To assist with our planning, we need to know how many families will be selecting in person blended learning as well as the full time virtual learning option. We will need to gather other important information so we can be ready for the start of the school year. After online registration occurs, we will be aligning teachers to our registration needs, hopefully supporting our staff that may only be able to teach virtually . This information will be gathered in online family registration.

Blended Cohort Day

Monday- Tuesday: Family last name beginning: A-LA

Wednesday: Both cohorts virtual

Thursday - Friday: Family last name Le - Z

Depending on the number of families that opt for the **Virtual “Real Time” Learning Option** the following may apply:

- If few students request the virtual “real time” learning option, those students would be part of a “real time” classroom, following the District’s video conferencing guidelines noted later in this document. The schedule and learning framework noted below still applies.
Wednesdays are asynchronous instruction district-wide.
- If several students request the virtual “real time” learning option, we may dedicate a full time teacher(s) who would follow the schedule and learning framework noted below, but they

would not “real time” in a classroom, but would become their “own” virtual learning classroom for the quarter. The synchronous schedule and learning framework noted below still applies. Wednesdays are asynchronous instruction district-wide

If families choose the **Blended Environment**, when the students are not attending in person the following may apply:

- The students may have the same teacher and be a part of their “real time” classroom, following the District’s video conferencing guidelines noted later in this document. The schedule and learning framework noted still applies. Wednesdays are asynchronous instruction district-wide.
- If there are significant streaming difficulties, we may dedicate a teacher, or a para educator under the supervision of a teacher, to provide the learning.
- The District may “real time” another classroom teacher at that grade or who teaches the same course in the District. The schedule and learning framework noted still applies. Wednesdays are asynchronous instruction district-wide.

Community Frequently Asked Questions (FAQ) Panel Presentations

In addition to the information that you have already received, **the district will host three panel presentations**, one for each level of education: elementary, middle and high school.

The panels will answer community questions that are submitted by noon on **Monday, August 10, 2020**. To submit a question, please fill out the attached form for the appropriate level:

- [Elementary FAQ Panel](#)
- [WFB Middle School FAQ Panel](#)
- [WFB High School FAQ Panel](#)

The building principals and District Office Directors will review the submissions and create an updated presentation that will answer the common questions. The presentation video will be uploaded on Tuesday, August 11, 2020.

Blended and Virtual “Real Time” Learning Daily School Schedules and Instructional Framework

The following charts list information on both blended and virtual “real time learning . They include draft daily schedules and instructional frameworks for our elementary, middle school, and high schools. **Junior Kindergarten specific information will be out shortly**. These are **draft** schedules and may change based on continuing feedback from building leadership teams.

Richards and Cumberland Blended and “Real Time” Virtual Learning School Daily Schedule EXAMPLE for Typical Week

Schedule Key		K5	1st	2nd	3rd	4th	5th
		Logged On Synchronous		Optional Logged On		Asynchronous: Some lessons posted as appropriate	
7:55 - 8:00	8:00 - 8:05	Arrival Routine & Transition	Arrival Routine & Transition	Arrival Routine & Transition	Arrival Routine & Transition	Arrival Routine & Transition	Arrival Routine & Transition
8:05 - 8:10	8:10 - 8:15	Morning Class Meeting	Morning Class Meeting	Morning Class Meeting	Morning Class Meeting	Morning Class Meeting	Morning Class Meeting
8:15 - 8:20	8:20 - 8:25						
8:25 - 8:30	8:30 - 8:35						
8:35 - 8:40	8:40 - 8:45	Lang. Studies (25 min)	Mathematics Mini-Lesson (15-minutes)	Reader's Workshop Mini Lesson (10-minutes)	Lang. Studies (25 min)	Writing Mini-Lesson (15-min)	Mathematics Mini-Lesson (15-minutes)
8:45 - 8:50	8:50 - 8:55		Mathematics Workshop	Reader's Workshop Independent/Groups (15 min)		Writing Indep. (15 min)	Mathematics Workshop Independent/Groups (20 min)
8:55 - 9:00	9:00 - 9:05		Independent/Groups (20 min)	Share (5-min)			
9:05 - 9:10	9:10 - 9:15		Writing Mini-Lesson (15-min)	Share (5-min)		Mathematics Mini-Lesson (15-minutes)	Reader's Workshop Mini Lesson (10-minutes)
9:15 - 9:20	9:20 - 9:25	Writing Indep. (15 min)		Mathematics Workshop Independent/Groups (20 min)	Reader's Workshop Independent/Groups (15 min)	Lang. Studies (25 min)	Writing Mini-Lesson (15-min)
9:25 - 9:30	9:30 - 9:35		Writing Mini-Lesson (15-min)	Mathematics Workshop Independent/Groups (20 min)	Share (5-min)		
9:35 - 9:40	9:40 - 9:45	Recess (20 min)	Writing Indep. (15 min)	Share (5-min)	Mathematics Mini-Lesson (15-minutes)	Reader's Workshop Mini Lesson (10-minutes)	Writing Indep. (15 min)
9:45 - 9:50	9:50 - 9:55						
9:55 - 10:00	10:00 - 10:05	Snack (15-minutes)		Writing Mini-Lesson (15-min)	Mathematics Workshop Independent/Groups (20 min)	Reader's Workshop Independent/Groups (15 min)	
10:05 - 10:10	10:10 - 10:15	Reader's Workshop Mini Lesson (10-minutes)	Lang. Studies (25 min)	Writing Indep. (15 min)	Share (5-min)	Share (5-min)	Lang. Studies (25 min)
10:15 - 10:20	10:20 - 10:25	Reader's Workshop Independent/Groups (15 min)					
10:25 - 10:30	10:30 - 10:35	Share (5-min)	Reader's Workshop Mini Lesson (10-minutes)		Writing Mini-Lesson (15-min)	Mathematics Mini-Lesson (15-minutes)	Recess (20 min)
10:35 - 10:40	10:40 - 10:45	Mathematics Mini-Lesson (15-minutes)	Reader's Workshop Independent/Groups (15 min)	Lang. Studies (25 min)	Writing Indep. (15 min)	Mathematics Workshop Independent/Groups (20 min)	
10:45 - 10:50	10:50 - 10:55		Share (5-min)			Share (5-min)	Share (5-min)
10:55 - 11:00	11:00 - 11:05	Mathematics Workshop Independent/Groups (15 min)	Share (5-min)				Share (5-min)
11:05 - 11:10	11:10 - 11:15		Encore (40 min)	Lunch (25 min)	Lunch (25 min)	Lunch Recess (30 min)	Share (5-min)
							Rdg. Groups (30 min)

11:15	11:20	Share (5-min)						
11:20	11:25							
11:25	11:30	Math Groups (20-minutes)		Math Groups (20-minutes)	Lunch Recess (30 min)	Lunch (25 min)		
11:30	11:35							
11:35	11:40							
11:40	11:45							
11:45	11:50	Rdg. Groups (30 min)	Transition - Bathroom, Brain Break				Math Groups (30-minutes)	
11:50	11:55							
11:55	12:00							
12:00	12:05							
12:05	12:10	Lunch (25 min)		Encore (40 min)	Rdg. Groups (30 min)	Sci/SS (30 min)		
12:10	12:15							
12:15	12:20							
12:20	12:25							
12:25	12:30	Lunch (25 min)					Lunch (25 min)	
12:30	12:35							
12:35	12:40							
12:40	12:45							
12:45	12:50	Lunch Recess (30 min)	Lunch Recess (30 min)	Transition - Bathroom, Brain Break		Math Groups (20-minutes)		
12:50	12:55							
12:55	13:00							
13:00	13:05							
13:05	13:10	Rdg. Groups (30 min)		Sci/SS (30 min)		Rdg. Groups (30 min)		
13:10	13:15							
13:15	13:20							
13:20	13:25							
13:25	13:30	R&R (25 min)				Transition - Bathroom, Brain Break	Transition - Bathroom, Brain Break	
13:30	13:35							
13:35	13:40							
13:40	13:45							
13:45	13:50	Small Group	Math Groups (20-minutes)		Lunch Recess (30 min)	Recess (20 min)	Encore (40 min)	Sci/SS (30 min)
13:50	13:55							
13:55	4:00							
14:00	14:05							
14:05	14:10	Encore (40 min)	Recess (20 min)	Rdg. Groups (30 min)		Math Groups (20-minutes)	Transition - Bathroom, Brain Break	Encore (40 min)
14:10	14:15							
14:15	14:20							
14:20	14:25							
14:25	14:30							
14:30	14:35							
14:35	14:40							
14:40	14:45	End of Day Class Meeting	End oay Class Meeting	End of Day Class Meeting	End of Day Class Meeting	End of Day Class Meeting	End of Day Class Meeting	
14:45	14:50	Dismissal Routine & Transition (2:50-3:05)	Dismissal Routine & Transition (2:50-3:05)	Dismissal Routine & Transition (2:50-3:05)	Dismissal Routine & Transition (2:50-3:05)	Dismissal Routine & Transition (2:50-3:05)	Dismissal Routine & Transition (2:50-3:05)	Dismissal Routine & Transition (2:50-3:05)
14:50	14:55							
14:55	15:00							
15:00	15:05							

Richards and Cumberland Blended and Virtual “Real Time” Learning Instructional Framework Draft

Students will attend remotely if they are not in person, or whose families are choosing the Virtual “Real Time” option. The revised schedule is created to maximize small group instruction, social emotional learning, and peer interactions when they are in person. It also needed to be created to allow for more preventative hygiene practices (hand washing, bathroom breaks, transitions) while students are physically in our schools.

Daily <u>Real Time Interactions (synchronous)</u> will take place:	A portion of all core academic courses (and most elective courses) will have <u>On-Demand Content</u>
<ul style="list-style-type: none"> ● Morning and Closing Meetings ● Mini-Lessons for CORE classes ● Language Studies ● Throughout the week for small group instruction in reading, writing, and math ● A teacher or paraeducator will be available during independent practice time for questions and student support ● 1 ENCORE Lesson per week (Blended Only) 	<ul style="list-style-type: none"> ● ENCORE courses ● Science and social studies ● Collaborative assignments or additional independent work

Whitefish Bay Middle School Blended and Virtual “Real Time” Learning School Daily Schedule EXAMPLE for Typical Week

6th grade			7th grade			8th grade		
start	end	class #	start	end	class #	start	end	class #
8:05:00 AM	8:07:00 AM	Announcements	8:05:00 AM	8:07:00 AM	Announcements	8:05:00 AM	8:07:00 AM	Announcements
8:07:00 AM	8:52:00 AM	Homeroom	8:07:00 AM	9:07:00 AM	Core 1	8:07:00 AM	9:07:00 AM	Special 1
8:52:00 AM	9:52:00 AM	Core 1	9:10:00 AM	10:10:00 AM	Core 2	9:07:00 AM	10:07:00 AM	Special 2
9:55:00 AM	10:55:00 AM	Core 2	10:13:00 AM	11:13:00 AM	Special 1	10:10:00 AM	10:55:00 AM	Homeroom
10:57:00 AM	12:12:00 PM	Lunch	11:13:00 AM	12:13:00 PM	Special 2	10:58:00 AM	11:58:00 AM	Core 1
12:14:00 PM	1:14:00 PM	Core 3	12:16:00 PM	1:31:00 PM	Lunch	12:00:00 PM	1:15:00 PM	Lunch
1:17:00 PM	2:17:00 PM	Special 1	1:32:00 PM	2:17:00 PM	Homeroom	1:17:00 PM	2:17:00 PM	Core 2
2:20:00 PM	3:20:00 PM	Special 2	2:20:00 PM	3:20:00 PM	Core 3	2:20:00 PM	3:20:00 PM	Core 3

Whitefish Bay Middle School Blended and Virtual “Real Time” Learning Instructional Framework Draft

Students will attend remotely if they are not in person, or whose families are choosing the virtual “real time” option. Students will attend each class, following the middle school schedule. Lessons are posted to Canvas daily and students are required to work through each lesson. Access to teachers, virtual classmates, and course content will occur via Zoom/Google Meets and Canvas throughout the day. Note: Changes are made to the eighth grade electives in this model to ensure all courses can be delivered in the cohort approach.

<p>A portion of all core academic courses (and some elective courses) will have daily <u>Real Time Interactions</u></p>	<p>A portion of all core academic courses (and most elective courses) will have <u>On-Demand Content</u></p>
<ul style="list-style-type: none"> ● Small group learning with teacher ● Collaborative group work ● “Turn-and-talk” partner activities ● 1:1 Feedback Sessions w/ Teacher or Classmates ● Student Presentations and Speeches ● Ask-an-Expert ● Literature Discussion Groups ● Music lessons ● A teacher or paraeducator will be available during independent practice time for questions and student support ● Etc. 	<ul style="list-style-type: none"> ● Pre-recorded mini-lessons ● Learning Logs ● Assigned Readings ● Phy. Ed. Workouts ● Virtual Labs ● Virtual Field Trips ● Discussion Threads ● Checks for Understanding ● Games ● Etc.

Whitefish Bay High School Blended and Virtual “Real Time” Learning School Daily Schedule EXAMPLE for Typical Week

Full 7 Period Schedule

ISHP-8:00-8:15

Period 1 8:15-9:06

Period 2 9:10-10:01

Period 3 10:05-10:56

Period 4 11:00-11:55

Lunch 11:55-12:45

Period 5 12:45-1:36

Period 6 1:40-2:31

Period 7 2:35-3:26

ISHP- 3:26-3:43

Whitefish Bay High School Blended and Virtual “Real Time Learning” VLT Instructional Framework Draft:

Students will attend remotely if they are not in person, or whose families are choosing the virtual “real time” option.. Students will attend each class, following the high school schedule, via Zoom/Google Meets or an asynchronous lesson posted on canvas. Lessons are posted to Canvas daily and students are required to work through each lesson. Access to teachers, virtual classmates, and course content will occur via Zoom/Google Meets and Canvas. Not all courses will be available during this option.

“Real Time Learning” Blended and VLT Revised District Calendar 2020-2021 (Subject to Change)

1 First Day of School
7 No School
28 No School

SEPTEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

FEBRUARY '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

25 No School
26 No School

28 Early Dismissal
28 Conferences (PM only)
29 No School
29 Conferences
30 No School

OCTOBER '20						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MARCH '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19-26 No School- Spring Break

25-30 No School- Thanksgiving Break

NOVEMBER '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

APRIL '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2 No School
30 No School

23-31 No School- Winter Break

DECEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MAY '21						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

28 Early Dismissal
31 No School

1 No School-Winter Break
18 No School
22 Early Dismissal
25 No School

JANUARY '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE '21						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11 Early Dismissal- Last Day of School

 Orange- Cohort A Green- Cohort B
 Yellow- No School Pink- Synchronous Days
 Blue- Early Dismissal/Synchronous Days
Early Dismissal Times: RI 11:35am, CU 11:30am, MS 11:40am, HS 12:09pm

Full Time Virtual Learning Time 2.0 in Instances of Closure

In instances of school closure, or other circumstances, the District may transition to Virtual Learning Time 2.0. This virtual learning experience will be different than the 2019-2020 school year at all levels in the following ways:

- Schedules are revised to reflect a mix of synchronous and asynchronous instruction to maximize synchronous instruction and paying attention to screen time
- Consistent instructional framework, ALL subjects with a portion of most core lessons synchronous
- The learning management systems (LMS) will continue to be utilized and will have a consistent lesson format for all classes and be monitored for implementation
- Lesson design will focus on engaging students and staff, be consistent by level, and will include more synchronous activities
- Consistent use of synchronous tools (eg. Zoom/Google Meets/Canvas Conference)
- Attendance will be maintained through current Board policy
- Grading and reporting policies continue

Elementary and Middle School

- Elementary teachers will specialize in subject planning and instruction in a content area for each school
- Grades 5-8 students will be provided a district Chromebook upon arrival of order
- Grades 3-4 students that need a device will be issued a district Chromebook
- Grades 4K-2 that need a device will be issued a district iPad
- Student intervention services will be individually designed in MTSS process

High School

- Revised school day schedule to include portions of synchronous and asynchronous environments
- All students will be provided a district Chromebook upon arrival of order
- Student intervention services will be individually designed in MTSS process

Based on feedback gathered from our surveys in April and June, more synchronous (live video conferencing) instruction needed to be worked into our schedules, along with the consistent use of the identified learning management systems. The District has reviewed all of our internet and network capabilities with our network management company. After this review, we feel that our recent upgrades and changes will be able to support our plans for our virtual learning. However, we are not able to guarantee our reliance on outside service providers (WisNet, Google, Canvas, Zoom, etc.).

Virtual Learning Time 2.0 Draft Daily School Schedules and Instructional Framework

The charts on the following pages list information on changes during VLT 2.0 and draft daily schedules for our elementary, middle school, and high schools. These are draft schedules and may change based on continuing feedback from building leadership teams.

Richards and Cumberland

Example for Typical Week

	K5	1st	2nd	3rd	4th	5th	
	Hello!						
8:00							
8:05	Morning Class Meeting	Morning Class Meeting	Morning Class Meeting	Morning Class Meeting	Morning Class Meeting	Morning Class Meeting	
8:10	Meeting (8:00-8:15)	Meeting (8:00-8:15)	Meeting (8:00-8:15)	Meeting (8:00-8:15)	Meeting (8:00-8:15)	Meeting (8:00-8:15)	
8:15							
8:20	Language Studies	Reader's Workshop Independent/Groups	Mathematics Mini-Lesson (15-minutes)	Reader's Workshop Independent/Groups	Language Studies	Mathematics Mini-Lesson (15-minutes)	
8:25							
8:30							
8:35							
8:40							
8:45			Math ws/ind practice			Math ws/ind practice	
8:50							
8:55							
9:00							
9:05	Mathematics Mini-Lesson (15-minutes)			Mathematics Mini-Lesson (15-minutes)			
9:10							
9:15			Reader's Workshop Independent/Groups		Reader's Workshop Independent/Groups		
9:20							
9:25	Math ws/ind practice	Language Studies	Reader's Workshop Independent/Groups	Math ws/ind practice	Reader's Workshop Independent/Groups	Language Studies	
9:30							
9:35							
9:40							
9:45							
9:50							
9:55	Writing Mini-lesson	Mathematics Mini-Lesson (15-minutes)			Writing Mini-lesson		
10:00						Reader's Workshop Independent/Groups	
10:05							
10:10	Writing w.s/ind. practice	Math ws/ind. practice	Writing Mini-lesson	Language Studies	Writing w.s/ind. practice	Reader's Workshop Independent/Groups	
10:15							
10:20			Writing w.s/ind. practice		Mathematics Mini-Lesson (15-minutes)		
10:25	Reader's Workshop Independent/Groups						
10:30							
10:35							
10:40			Writing Mini-lesson	Language Studies	Writing Mini-lesson	Math ws/ind. practice	Writing Mini-lesson
10:45							
10:50							
10:55		Writing w.s/ind. practice		Writing w.s/ind. practice		Writing w.s/ind. practice	
11:00							
11:05	Closing class meeting	Closing class meeting	Closing class meeting	Closing class meeting	Closing class meeting	Closing class meeting	
11:10							
11:15							

<p>Synchronous Instruction may take place during the morning to include:</p>	<p>Asynchronous may take place in the afternoon to include:</p>
<ul style="list-style-type: none"> ● Morning and Closing Meetings ● Mini-Lessons ● Language Studies ● Share/Workshop Closure ● Throughout the week for small group instruction in reading, writing, and math ● A grade level teacher will be available during independent practice time for questions and student support 	<ul style="list-style-type: none"> ● ENCORE courses ● Science and social studies ● Collaborative assignments or additional independent work ● Student choice synchronous classes

Elementary Instructional Framework VLT 2.0 Draft:

Synchronous (live video conferencing) lessons will be provided regularly for students and guided by best practices in teaching and learning, which includes direct instruction by the teacher and small group collaboration. Students will engage in learning online. Lessons are posted to Google Classroom or Seesaw daily and students are required to work through each lesson. Live daily instruction that requires less at-home adult support is included. The afternoon will include asynchronous activity or choice synchronous activities that may include ENCORE, Science and Social Studies and collaborative assignments.

An EXAMPLE of a typical elementary core lesson format based on learning target(s):

<p>Mini Lesson 10- 15 minutes</p>	<p>Synchronous- Direct instruction of the learning target for the day utilizing portions of the gradual release of responsibility.</p>
<p>Workshop Time 45 minutes</p>	<p>During this time:</p> <ul style="list-style-type: none"> ● Scheduled small groups (10-15 minutes each). These groups will meet synchronously on specific days and times so students are already in the routine of knowing when their group is meeting ● *Asynchronous Independent work will take place for students not meeting in groups. These are learning activities that do not require direct instruction to complete. They are meaningful and intentional work that aligns with the learning being done within the classroom. This may include paper materials, logs, notebooks, workbooks, etc... ● A grade level teacher will be available synchronously during all independent practice time for questions and student support.

	<ul style="list-style-type: none"> Students may also be working synchronously in break out rooms when the learning needs to be collaboratively on a given assignment/project.
Share 5 minutes	Synchronous- Review instructional goal, small group share, closure of the class and assign work time for the remainder of the class, if any.

*Asynchronous learning is structured independent (off line in most cases) learning time where students work to complete assignments, prelearn material, collaboratively work on assignments/projects and/or continue existing learning.

VLT 2.0 Whitefish Bay Middle School Daily Schedule EXAMPLE for Typical Week

6th grade			7th grade			8th grade		
start	end	class #	start	end	class #	start	end	class #
8:05:00 AM	8:07:00 AM	Announcements	8:05:00 AM	8:07:00 AM	Announcements	8:05:00 AM	8:07:00 AM	Announcements
8:07:00 AM	8:52:00 AM	Homeroom	8:07:00 AM	9:07:00 AM	Core 1	8:07:00 AM	9:07:00 AM	Special 1
8:52:00 AM	9:52:00 AM	Core 1	9:10:00 AM	10:10:00 AM	Core 2	9:07:00 AM	10:07:00 AM	Special 2
9:55:00 AM	10:55:00 AM	Core 2	10:13:00 AM	11:13:00 AM	Special 1	10:10:00 AM	10:55:00 AM	Homeroom
10:57:00 AM	12:12:00 PM	Lunch	11:13:00 AM	12:13:00 PM	Special 2	10:58:00 AM	11:58:00 AM	Core 1
12:14:00 PM	1:14:00 PM	Core 3	12:16:00 PM	1:31:00 PM	Lunch	12:00:00 PM	1:15:00 PM	Lunch
1:17:00 PM	2:17:00 PM	Special 1	1:32:00 PM	2:17:00 PM	Homeroom	1:17:00 PM	2:17:00 PM	Core 2
2:20:00 PM	3:20:00 PM	Special 2	2:20:00 PM	3:20:00 PM	Core 3	2:20:00 PM	3:20:00 PM	Core 3

Whitefish Bay Middle School Instructional Framework VLT 2.0 Draft:

Synchronous (live video conferencing) lessons will be provided regularly for students and guided by best practices in teaching and learning, which includes direct instruction by the teacher and small group collaboration. Students will engage in learning online. Lessons are posted to Canvas daily and students are required to work through each lesson. Live daily instruction that requires less at-home adult support is included.

An EXAMPLE of a typical middle school core lesson format based on learning target(s):

Announcements and Daily Learning Activities	Direct instruction of the learning target for the day utilizing portions of the gradual release of responsibility and/or an assigned learning activity.
Workshop Time	<p>During this time:</p> <ul style="list-style-type: none"> ● Scheduled small groups (10-15 minutes). These groups will meet synchronously on specific days and times so students are already in the routine of knowing when their group is meeting ● *Asynchronous Independent work will take place for students not meeting in groups. These are learning activities that do not require direct instruction to complete. They are meaningful and intentional work that aligns with the learning being done within the classroom. This may include paper materials, logs, notebooks, workbooks, , etc... ● The content teacher will be available synchronously during all independent practice time for questions and student support. ● Students may also be working synchronously in break out rooms when the learning needs to be collaboratively on a given assignment/project.
Closure	<p>Synchronous- Review instructional goal, closure of the class and assign work time for the remainder of the class, if any.</p> <p>OR *Asynchronous exit ticket and homework may be assigned at this time.</p>

*Asynchronous learning is structured independent (off line in most cases) learning time where students work to complete assignments, prelearn material, collaboratively work on assignments/projects and/or continue existing learning.

VLT 2.0 Whitefish Bay High School Daily Schedule EXAMPLE for Typical Week

High School Full VLT 2.0 Schedule Example for Typical Week

Time	Monday Blue Day	Tuesday Dukes Day	Wednesday	Thursday Blue Day	Friday Dukes Day
8:00-9:30	Period 1	Period 5	Full 7 Period Schedule Period 1 8:15-9:06 Period 2 9:10-10:01 Period 3 10:05-10:56 Lunch 11:55-12:45 Period 5 12:45-1:36 Period 6 1:40-2:31 Period 7 2:35-3:26	Period 1	Period 5
9:30-11:00	Period 2	Period 6		Period 2	Period 6
11:00-12:00	Lunch			Lunch	
12:00-1:30	Period 3	Period 7		Period 3	Period 7
1:30-3:00	Period 4	ISH/Study Groups		Period 4	ISH/Study Groups

Whitefish Bay High School Instructional Framework VLT 2.0 Draft:

Students engage in learning online. Lessons are posted to Canvas daily and students are required to work through each lesson. Live daily instruction that requires less at-home adult support is included.

(Example schedule on following page.)

An EXAMPLE of a typical lesson format based on learning targets for most Blue Days and Duke Days:

<p>New Content Delivery or Whole Group Instruction</p>	<p>During this time:</p> <ul style="list-style-type: none"> ● Review of the learning targets, Announcements, daily "agenda" ● Synchronous-Direct instruction of the learning target(s) for the day
<p>Small Group Collaborative Inquiry or Activity</p>	<p>During this time:</p> <ul style="list-style-type: none"> ● Students may be working synchronously in break out rooms when the learning needs to be collaborative on a given assignment/project. ● *Asynchronous Independent work will take place for students not meeting in groups. These are learning activities that do not require direct instruction to complete and should be meaningful and intentional work that enhances the work being done within the classroom ● Teachers will be available synchronously during all independent practice time for questions and student support.
<p>Whole Group Check for Understanding or Share Out</p>	<p>Synchronous- Review instructional goal, closure of the class and assign work time for the remainder of the class, if any.</p>
<p>Individual Practice, Application, Reflection</p>	<p>Students are *Asynchronous -Teacher will be available synchronously during all independent practice time for questions and student support. Homework may be assigned at this time.</p>

*Asynchronous learning is structured independent (off line in most cases) learning time where students work to complete assignments, prelearn material, collaboratively work on assignments, projects and/or continue existing learning.

Comparing Blended, Virtual Learning 2.0, vs. Virtual "Real Time" Learning

	<u>Blended</u> When Cohort is In Person	Virtual Learning 2.0	<u>"Real Time" Virtual Learning</u> When Blended Cohort is not in Person OR 100% Selected
Where does learning occur?	At school	At home	At home- In this case, the student is "attending" class from home connected to a class/grade via live stream in real time for a portion of their day.
When does the student attend?	During the normal school day	During the normal school day and is available only during incidents of classroom school or district closure.	During the normal school day when the district is in the blended model. It is for the students who are not attending in person in the blended model or if their family chose virtual learning.
What is the instructional design?	Classroom instruction is delivered in person with a blend of direct instruction, individual student work, and/or small group instruction in a traditional, student-centered format.	Students engage in learning online. Lessons are posted to Canvas, Google Classroom or Seesaw daily and students are required to work through each lesson. Live daily instruction that requires less at-home adult support is included.	Classroom instruction is delivered in person with a blend of direct "live" instruction, individual student work, and/or small group instruction in a traditional, student-centered format. Materials and resources are posted to Canvas, Google Classroom or Seesaw daily.
To whom is this available?	Available for all courses at all grade levels in the blended model	Available for all grade levels. In grades 6-12, courses will be limited to core classes (math, English, science, social studies) and some elective courses.	Available for all grade levels. Courses available will be limited to core classes (math, English, science, social studies) and some elective/ENCORE..

Video Conferencing in Blended and Virtual Learning

We are providing this notice regarding the use of audio/video that the District will be offering for all instructional modalities except the return of full in-person learning. The District may use live and recorded audio/video instruction with **teachers** and other **educational personnel** in order to deliver educational services. Your student will be able to participate in any such instruction offered by the District for the 2020-21 school year.

Your student will be receiving instruction or related services through video conferencing provided by Zoom and/or Google Meets or Canvas Conference. Google Meets is part of the State of Wisconsin's Google Apps for Education Data and Privacy agreement. Zoom has been designed for educational use and includes updated security features to prevent unauthorized users from accessing student data and information, and has recently met the State of Wisconsin's Data and Privacy agreement. Canvas Conference is also an approved provider. Although the instructional content delivered via these platforms will be largely consistent with what is provided in the school setting, we understand the context is different given both the method of delivery of and having the service delivered in the home setting. District guidelines are that all live streaming of in person classrooms will include only the classroom teacher, and **not** the students that are attending in person without written parental permission..

Also, as a reminder during our virtual or blended learning, school policy regarding sharing of student information remains in place. When students are present in the school buildings and receiving classroom instruction, audio and video recordings and photography by students, parents or other visitors to the school are not allowed without the advance permission of the teacher and the written consent of the parents/guardians of the students who will be photographed. This same standard applies to our virtual/blended learning instruction. Students and parents/guardians should refrain from making audio and/or video recordings of virtual learning instruction, or taking photographs or screen shots of students participating in such instruction, without express permission of the teacher delivering the instruction or a school administrator. If you receive such recordings, screenshots or photographs from a source other than from Whitefish Bay School District, contact the building administrator and do not post or forward.

Information on staff video conferencing guidelines and protocols are located [here](#). For information regarding the student video conferencing and netiquette can be found here:

- [Elementary Video Etiquette](#)
- [Middle School and High School Etiquette](#)

Students that violate the District's Educational Technology policies may lose the ability to be part of video conferencing or may be subject to the disciplinary actions noted in the appropriate student handbook.

Frequently Asked Questions:

What is the difference between virtual "real time" learning and virtual learning 2.0?

The biggest difference is that virtual "real time" learning will be available to students only when we are in a blended environment.. Students will login when other students are attending in person. Students at home will have opportunities throughout the day for participation in the instruction just like being in the classroom. All virtual learning will use the learning management system (Canvas, Seesaw or Google Classrooms) where students and teachers login each day. Virtual learning 2.0 will be used only in instances of classroom, school or district closures. It has different schedules for all levels and a different instructional format and will be utilized when there is no in person instruction.

Will every class be offered in virtual "real time" learning and virtual learning 2.0?

No, only certain classes will be available. Virtual learning options will minimally include English/language arts, math, science, and social studies. A few elective classes will not be available. The District will meet the needs of all accelerated students.

Why might students have a different teacher during the virtual "real time" learning option?

The District has reviewed all of our internet and network capabilities with our network management company. After this review, we feel that our recent upgrades and changes will be able to support our virtual learning plans. However, we are not able to guarantee our reliance on outside service providers (WisNet, Google, Canvas, Seesaw, Zoom, etc.). To ensure success and because additional hardware is scarce with many Districts in the process of purchasing those items, we are limiting the amount of "live streaming" when we are in any modality that includes any in person instruction. . Additionally, depending on participation, we may be re-allocating staff to work with these students in their "own" classroom.

Who attends school each day?

Whitefish Bay is opening the school year using a blended schedule. When the blended schedule is fully implemented, students will be assigned to either Cohort Group A (in school on Mondays and Tuesdays) or Cohort Group B (in school on Thursdays and Fridays). Families will be informed of their student's Cohort Group shortly after online registration takes place. Students in the same family will have the same attendance group.

Can a student choose 100 percent virtual "real time" learning instead of blended learning?

Yes. Families and students may choose to opt out of any in person learning scenario and choose to learn 100% virtually for the 2020-2021 school year. These students may have a typical or revised

schedule but will engage in the classroom remotely. The curriculum will match what is happening in the classroom to the greatest extent possible. At the beginning of each quarter, families will have the choice to engage for that quarter in the in-school learning option that is available at the time. The commitment to 100 percent remote learning is for the entire quarter.

Can a student choose to be virtual and attend some classes in person?

The District is requesting that students choose either the 100% blended environment or the 100% Virtual “Real Time” Learning option by **quarter**. We will be reallocating staff to meet the registration needs and are unable to fulfill special requests at this time.

Can a family request a cohort that is different based on their “poding” or “bubble” with other families?

The District is unable to fulfill special requests **at this time**. We will be reallocating staff to meet the registration needs, and do not know the number of students that will be attending in person until registration is complete.

How will students engage with their classes, teachers, and classmates?

Students will engage with the teachers and class content via video conferencing tools. These tools will keep students connected with their teachers and curriculum. Students will attend their classes remotely via Zoom/Google Meets or Canvas Conference, following their typical grade level schedule. Teachers will design courses that adhere to the WFB Remote Learning Standards, which will keep students on pace with their in-class peers and maintain their learning progress through the curriculum.

If my elementary student chooses the virtual “real time” learning can they participate in the “Roaring Start” days?

Yes! We would LOVE to see you and have your student meet their teacher.

If my middle school or high school student chooses the virtual “real time” learning, do they ever have to attend in person?

The District may want to have your student attend in person, ensuring social distancing and a safe environment, to complete some District or State assessments, along with other summative assessments required by their courses, including semester and final exams.

Student Support

Whole child development has always been a priority for our students. Most recently, last summer, the Board of Education approved Social Emotional Learning (SEL)/Mental Health recommendations. To that end, building and District teams continue to plan around implementation. As we continue to prepare for the reopening of schools, the overall emotional health and well-being of our students remains paramount. The Student Support Ad Hoc Committee Group Identified several areas essential in promoting socially/emotionally safe, effective, learning environments.

Maximize Psychological Safety & Well-Being

Increasing student connectedness, belonging, and engagement is a top priority. Inclusive relationship building, through designated time and space to develop and cultivate relationships will ensue. This will transpire through classroom meetings K-5 and advisory periods 6-12, regular check-ins to mitigate academic and non-academic risk factors, and opportunities to develop, practice, and reflect upon social emotional competencies.

Elevating student voice and choice in authentic and developmentally appropriate ways to foster equitable and engaging learning environments, will be essential. Through the collaborative development of norms, student leadership groups/opportunities, and ongoing transparent two-way communication, pathways for students to take individual and collective action will transpire.

An increase in opportunities for synchronous community building and cooperative activities will be provided if/when virtual instruction occurs. It is essential students have the ability to socialize and connect with peers during less-structured group times, even when physical distancing is necessary. This will include, but is not limited to, proactively planning to ensure continued longstanding school and District activities and traditions ensue, as well as classroom opportunities.

Assess and Address Needs through a Comprehensive System of Support

We will continue to facilitate a mental health/social emotional/academic functioning school level referral pathway through the Multi-Tiered Systems of Supports (MTSS). Our MTSS encompasses an adaptive and tiered support system that leverages student assets. This will occur through weekly data/problem-solving teams meetings. This system will foster the identification, intervention, monitoring, and follow-up for students in need.

Interventions

Students identified in need of interventions in the areas of reading, writing, math, social/emotional/behavior will be able to receive such services through use of our traditional

identified interventions, newly identified computer-based interventions, and/or in-person small group or individual instruction when the VLT 2.0 and blended learning model is implemented.

Building based Problem Solving Support Teams (PSST) will define the interventions targeted to meet the individualized needs of students and will be selected from a list of the approved interventions. Progress monitoring will be ongoing to determine the efficacy and fidelity of the interventions. When transitioning in the different learning environments and modalities, individual student intervention progress data will be analyzed by consideration and will be given to identifying another intervention and implementing progress monitoring to measure growth.

Promoting access for students with disabilities to the general educational environment through meaningful and effective accommodations, instruction, and services will be a critical focus for all staff. We will engage in a review and assessment of current levels of performance to ascertain needs and determine corresponding accommodations and/or modifications. Every student has unique needs and we will provide individualized supports. We know for many students, it will be essential to prioritize face-to-face instruction, while balancing the safety of students and staff.

Design Opportunities For Staff To Connect, Heal, and Build Capacity To Support Students

Cultivating an environment that fosters a collective well-being and provides ongoing professional learning will be essential to the success of our students, as well as the longevity and health of our staff. We will designate time and space to continue our Onward adult learning, integrate SEL practices, and provide opportunities for staff to process emotions and experiences. Facilitating time for reflection and the ability to share best practices, strategies to address challenges, and support each other is essential.

We will also continue to enhance cultural competence and practices within our school community. This will ensue through continued opportunities to reflect on our own identities and bias, build in time to develop and maintain meaningful relationships with students, and teach to and through the strengths of students.

Provide Efficient and Effective Parent/Guardian Support

Ongoing parent/guardian partnerships will continue to be a critical focus. Two-way communication to leverage critical insights from the community will be used to maximize student success. Through ongoing solicitation of feedback and collaboration, we will continue to learn about perspectives, emerging needs, facilitate participation in decision making, and make corresponding changes to improve student experiences and outcomes. The District will continue to offer support to families in the form of resources, tools, and strategies. This includes, but is not limited to areas such as, technology, SEL/mental health, and safety.

Staff Professional Learning

On May 13, 2020 the School Board approved a calendar refinement to our instructional staff calendar for the 2020-2021 school year. The administrative team requested this calendar enhancement to flexibly move spring professional learning dates to fall 2020. Specifically, it moved some spring 2021 scheduled professional learning days to fall 2020. This refinement was a proactive approach to allow our instructional staff additional collaboration time to make the curriculum modifications to “accelerate up” based on our fall learning environment and assessment data.. It also allows for additional professional learning identified in our technology plan, specifically in the areas of best practices in on-line/blended instruction.

Additionally, a variety of professional learning has been occurring throughout summer to our instructional team. Some examples include:

- June and August Leadership Academy days
- On June 10, 2020, the Whitefish Bay School District approved our summer and 2020-2021 professional learning plan. This plan continues to move forward as planned. [See this link for details.](#)
- Advancement Via Individual Determination (AVID)
- Project Lead the Way (PLTW)
- All instructional staff had the availability of professional learning opportunities for the digital environment at The Personalized Learning Institute at CESA 1 this summer . [See this link for details.](#)
- Ensemble training in the virtual environment- Mark Wood Rock Orchestra Camp
- Math Institute of Wisconsin’s Focusing on Fall: Planning for Success
- A large variety of regional networking opportunities for instructional technology, curriculum and instruction
- Webinars from a variety of national organizations (ASCD, WASC, NCTM, Achieve the Core, etc.)
- [Google “Anywhere School” Training](#)

Connects Programming

The Connects staff is in the process of determining what programming will be able to be offered during the **AA/BB** instructional mode. More information will be forthcoming from Carin Keland.

Contact Tracing

Contact tracing is used by health departments to prevent the spread of infectious disease. In general, contact tracing involves identifying people who have an infectious disease (cases) and their contacts (people who may have been exposed) and working with them to interrupt disease transmission. For COVID-19, this includes asking cases to isolate and contacts to quarantine at home voluntarily.

(From CDC Website)

North Shore Health Department Contact Tracing In Schools (North Shore Health Department Procedure):

- When a student tests positive for COVID-19 or comes into “close contact” with someone who tests positive for COVID-19, he or she will need to transition into virtual instruction.
- Close contact is defined as being within six feet of someone who tested positive for COVID-19 for at least fifteen cumulative minutes over a 24-hour period, or having any physical contact with someone who tested positive for COVID-19 (handshake, hug, etc.).
- In elementary schools, close contact may include an entire classroom of students if the students are not able to maintain physical distance to one another. In the middle and high schools, close contact will be determined based on the findings of the District’s and local health department’s contact tracing efforts.
- The chart on the next page delineates how long students in such situations will need to participate in virtual instruction before being able to access in-person instruction again. Please stay in contact with your healthcare provider, school healthcare personnel, and the local health department. They will guide you through the quarantine and isolation process and will determine the best date for returning to in-person instruction for your student.

IF	THEN	Calendar days Assigned for Virtual Instruction
Your child tests positive for COVID-19	Your child will be assigned virtual instruction for days school is in session over the course of at least 10 days. The last day prior to your child’s return to in-person instruction, your child must be symptom-free.	At least 10 from date of test or onset date
Someone in your child’s household tests positive for COVID-19	Your child will be assigned virtual instruction during the time any members of the household that test positive are isolating plus an additional fourteen calendar days after the infected member/s of the household are released from isolation. This assumes the child continues to be in direct, close contact with the household member while they are infectious. If the COVID-19 positive household member is able to isolate separately from the child, the child would follow the virtual instruction guidelines for “close contacts”. This also assumes your child does not develop symptoms during the quarantine period.	At least 24 From date of household members onset date
Someone your child has been in “close contact” with tests positive for COVID-19	Your child will be assigned virtual instruction for days school is in session over the course of 14 days. If your child is symptom-free throughout this time your child can return to in-person instruction. <i>This assumes your child does not develop symptoms during the quarantine period.</i>	At least 14 From date of exposure

Gating Criteria

The gating criteria used to move between learning models will continue to be developed as we learn more about COVID-19. As of August 4, 2020, the North Shore remains in Phase C of our reopening plan Gating Criteria based upon:

- **Cases:** Trajectory of the ratio of COVID-positive tests
- **Testing:** Testing availability for all residents with COVID-19 symptoms
- **Care:** Hospitals' ability to treat all patients requiring hospitalization without resorting to crisis standards
- **Personal Protective Equipment (PPE):** Adequate PPE available for healthcare personnel and first responders
- **Tracing:** Ability to count, trace, and monitor COVID-19 cases and outbreaks in real time

We will continue to partner with the North Shore Health department as we develop our local gating metrics with local medical experts to inform moving to an increased or decreased restrictive instructional mode.

Possible metrics/gating criteria used to guide future decisions:

1. Global Measure - Whitefish Bay Rate of Burden provided by the NSHD
2. Local Measure - Whitefish Bay Positive test 7 or 14-day rolling Average - statistically significant measure - provided by the NSHD
3. Local Measure - Staff absence rate at each school and district
4. Local Measure - Staff substitute fill rate at each school and district
5. Local Measure - Number/Percentage of staff in quarantine at each school and district
6. Local Measure - Number/Percentage of students in quarantine at each school and district

The Opening of Schools Roadmap Ad Hoc Committee

The Opening of School Roadmap Ad Hoc Committee was initiated to provide input and feedback on our initial opening of school plans. District leaders, staff, parents and community members worked to prioritize *safety and operations, learning, and supporting students* as key goal areas for the upcoming school year. Mitigating safety risk to all school community members and implementing a range of flexible instructional models that meet the needs of all students is our goal.

Purpose of the Ad Hoc Committee:

Receive stakeholder feedback around learning modalities and the opening of schools final plan.

Expected Outcome:

Report to the Board of Education on how to safely provide high quality instruction to all students for the 2020-2021 school year. The Superintendent will report to the School Board.

Committee Composition and Time:

43 school community members; collaboration with the North Shore Health Department; 4 meetings; 8 + hours.

Scope of the Committee:

- A. Review Guiding Principles and Beliefs for 2020-2021 Opening of Schools Road Map
- B. Review guidance from health departments and the Department of Public Instruction for the opening of schools 2020-2021
- C. Review and analyze Student, Parent and Staff Virtual Learning Survey Data to inform plan
- D. Review and analyze models related to Blended, Intermittent and Full Virtual instructional modalities
- E. Build broader community and staff understanding of the complexity related to the opening of schools via Board updates
- F. Design overall plan to open schools including being able to shift in and out of instructional modes based upon defined criteria
- G. Target date for the final report to the Board of Education is August 3, 2020

Key Dates

1. June 10th - Regular School Board Meeting- Establishment of ad hoc committee.
2. June 17th, 3pm - 5 pm - Advisory Committee Meeting 1
3. June 24th - School Board Committee Meeting Update

4. June 25th, 3pm - 5pm Advisory Committee Meeting 2
5. July 7th, 3pm - 5pm Advisory Committee Meeting 3
6. July 8th - School Board Regular and Committee Meeting Update
7. July 21th, 3pm - 5 pm Advisory Committee Meeting 4
8. July 27, 2020 - Special School Board Meeting Final report to the Board of Education
9. August 3rd, 2020 - Final Report to the Board of Education for Approval
10. August 12th - School Board Regular Update
11. September 2nd - School District Annual Meeting Update

School Board Guiding Principles and Beliefs:

1. In person learning is ideal.
2. We will be prepared to provide a stable platform using the best possible delivery mode for all students.
3. Mitigating safety risk of staff and students is essential in all school settings.
4. School families and staff will be surveyed about their opinions and concerns about school safety, and that data will help to drive the decision-making process.
5. The social and emotional needs of students, staff, and families will be an important consideration in the decision-making process.
6. District resources will be allocated and/or reallocated to fund the necessary equipment, services and personnel.
7. Technology (a device) and internet access will be provided for those in need.
8. All staff will have the necessary technology device and internet access (in district).
9. Visitors and volunteers to schools may be restricted/limited to mitigate safety risks.
10. Meaningful professional learning will continue in order to enhance student engagement and learning.
11. Instructional delivery modes include:
 - a. Traditional - Face-to-Face with all students for full days;
 - b. Blended - Modified group sizes, settings and/or start time, end time and/or duration of instructional day - not the same for all students;
 - c. Intermittent - Timely response to short term school(s) closure with virtual learning;
 - d. Full Virtual - All students at home learning remotely.
12. Logistics for students who have traditionally relied upon busses provided by MPS will be addressed.
13. Student training and family support must align with the instructional delivery modalities.
14. Being able to shift in and out of instructional modes based upon safety is essential.
15. The District will seek ongoing guidance from local, state and federal agencies.

Ad Hoc Committee Members

Dr. Kristin Bencik-Boudreau - Student Support	Board Member Representative
Anne Kearney - Safety Operations	Board Member Representative
Randee Drew - Student Support	Student Engagement Coordinator
Jayne Heffron - Safety and Alix Kasmarick - Instruction	Elementary Principals
Mike O'Connor and Amy Levek - Instruction	Secondary Principals
Justin Nies - Student Support, Julie Henningsen - Student Support, Matt Rose - Zoom Host	Associate Principals
Jeff Worzella - Safety Operations	High School Activities Director
Jackie Turkal - Safety Operations	District Nurse
Carin Keland - Safety Operations	Recreation Director
John DeRose - Instruction	District Professional Learning Coordinator
Brent Johnston - Instruction	High School Staff Rep
Amber Kind Keppel - Instruction	High School Staff Rep
Nora Fitzpatrick - Student Support	Middle School Staff Rep
Jeremy Lubus - Instruction	Middle School Staff Rep
Elise Matteucci - Safety Operations	CU - Elementary School Staff Rep
Shannon Izquierdo - Instruction	CU - Elementary School Staff Rep
Michelle Mooney - Safety Operations	RI - Elementary School Staff Rep
Alanna Koritzinsky - Student Support	RI - Elementary School Staff Rep
Dr. Gerry Canavan - Instruction	CU - Elementary Parent Representative
Mergee Donovan - Student Support	CU - Elementary Parent Representative
Dan Fleischman - Student Support	RI - Elementary Parent Representative
Dave Osswald - Safety Operations	RI - Elementary Parent Representative
Kathleen Panak - Safety Operations	Middle School Parent Representative

Kathryn Amato - Instruction	Middle School Parent Representative
Michelle Springer - Student Support	High School Parent Representative
Nicholas Kent - Instruction	High School Parent Representative
Nikki Mills - Student Support	High School Parent Representative
Mike Zussman - Student Support	Health Care Community Member
Tiffany Rommelfanger-Taylor - Student Support	Health Care Community Member
Joe Olson - Safety Operations	Safety Community Member
Laura Jamison - Safety Operations	Safety Community Member
Stephanie Ely - Instruction	Community Member at Large

Facilitator

Dr. John W. Thomsen - Chair	District Administrator
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Safety and Operations Team Leads

Brian Chase - Safety Operations Team Lead	Director of Buildings and Grounds
Cindi Maier - Safety Operations	Director of Human Resources
Shawn Yde - Safety Operations	Director of Business Services

Learning Team Leads

Maria Kucharski - Instruction Team Lead	Director of Teaching and Learning Services
Kevin Reitman - Instruction	Technology

Student Support Team Leads

Dr. Stacy Gahan - Student Support Team Lead	Director of Special Education and Pupil Services
Lisa Bartolone - Student Support	School Psychologist

References

[COVID-19 Planning Considerations: Guidance for School Re-entry - AAP](#)
[Interim Covid -19 guidance Infection and Mitigation Measures for Schools \(DPI\) - May 21, 2020](#)
[North Shore Health Department's Phased Reopening Plan](#)
[North Shore Health Department Current Status](#)
[Read information on the different modalities being investigated](#)
[CDC School Decision Tool](#)
[Education Forward](#)

Safety and Operations Team:

[CDC Considerations for Schools](#)
[Returning to Workplace Guide - Gallagher](#)

Learning Team:

[What Matters Most](#)
[Reopening of Schools](#)
[National Student Survey](#)
[Learning Glossary](#)
[Choosing Technology Resources- Template](#)
[Achieve the Core Priority Standards.](#)
[Learning Acceleration Guide](#)

Supporting Students Team:

[IDEA Best Practices During the COVID-19 Crisis](#)
[School Reentry Considerations Supporting Student Social and Emotional Learning](#)
[SEL Mental Health Committee Summary and Recs](#)
[An Initial Guide To Leveraging The Power Of Social Emotional Learning> As You Prepare To Reopen And Renew Your School Community](#)
[How to Teach Online So All Students Feel Like They Belong](#)