



# REOPENING PLAN

HIGHLAND COMMUNITY SCHOOL

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Appendix A: Milwaukee Public School's 2020/2021 Assessment Calendar

Appendix B: Highland Community School's 2020/2021 School Calendar

Appendix C: Highland Community School's Employee COVID-19 Guide

# EXECUTIVE SUMMARY

**Highland Community School will start school on Wednesday, September 2nd, with all students and staff engaged in remote online learning. When it is safe, instruction will move to a hybrid model of learning and then to full day in-person instruction.** At this time, we will not resume Before School, CHECK, or After School programs until we have the all-clear for everyone to return to the building.

For Phase B, Highland's Hybrid model will have students in cohorts alphabetically by last name so siblings can attend on the same days. Cohorts would attend either Monday/Tuesday or Thursday/Friday with no student attendance on Wednesdays, for deep cleaning of classrooms and teacher planning. For Phase C, Highland will open fully for in-person, full day learning. Precautions and safety measures will still be in place. For those families not comfortable having their child attend school in the hybrid or face-to-face phases, we will offer a virtual option.

We understand that we will need to be very flexible with our students' time commitment and requirements. Many families have any number of barriers they will need to overcome to help with their child's learning. Also, it is critical students complete their lessons and attendance will be tracked. To close the digital divide, Highland is investing in computers, tablets, and hot spots to ensure all students have access to technology and the internet.

While creating Highland's Back to School Fall 2020 plan we kept the following values and questions in mind: the safety of our community, what is best for the children and families, how do we provide equitable quality education to all students in our community, and how do we best support our students, families, teachers, and staff. Our goal is to nurture, educate, and empower our students and their families with high-quality Montessori education. **In this reopening plan, you will find our academic, health and safety, student support, and communication plans.**

This isn't how I was hoping to start the school year, but in light of the current situation, it is the best option. I miss our community. I miss seeing your faces, greeting you at the front door, and hearing your laughter. I look forward to physically being with you once it is safe to return to school, and for now, it will be joyful to see your faces online.

We do it for Highland!



Tracy Williams, Executive Director



# REOPENING CRITERIA

The Highland Parent Board will monitor infection rates and gather information from our staff and parents to assess when to move to Phase B and Phase C in the reopening of Highland Community School. It is essential to the Board that they don't just take the community data rates but also survey our staff and families to gauge how they are feeling about returning at that time. Both pieces of information will be combined to make this decision.

Highland will start the school year in **Phase A: All Virtual/Remote learning** and move to the next phase of instruction when the following is fulfilled:

- **Phase B: Hybrid Model Instruction - Two weeks of declining infection rates down to 5% and if staff/families feel it is safe.**
- **Phase C: In-person, In-building Instruction - Infection rates maintain at a 5% rate for more than two weeks, and if staff/families feel it is safe.**

The Board will also rely on the guidance, expertise, and criteria provided by the Milwaukee Department of Health, Milwaukee Public Schools, and other local government agencies. CDC guidance will also be utilized when making any modifications to health and safety guidance or school reopening plans. The reassessment of the local situation will happen at least every 30 days, at the Board Meeting on the second Monday of each month.

To follow the infection rates, please refer to the "City of Milwaukee Health Department COVID-19 Statistics Dashboard," found at the bottom of this page: [https://city.milwaukee.gov/coronavirus#.Xm\\_xPWB0m71](https://city.milwaukee.gov/coronavirus#.Xm_xPWB0m71).

To find the percentage of infection rate, click on the red outlined square on the bottom of the dashboard called Key Indicators. You will then see Key Performance Metrics that are updated every Thursday. The indicator of "Cases" must be Green. If you'd like to follow the percentages more closely, click on the "For More Info..." square on the far right. This screen gives you the "Percentage Positive by Date with 5% Reference Line for the Past 14 Days, Excluding the Past 4 Days." The green line on this graph is the 5% line. The bars must be below or at that line to meet either criterion above.



# ACADEMIC PLAN

With all three phases, Highland will use Montessori curriculum that is aligned with prioritized Wisconsin State Standards. Instruction will be provided through packets of learning materials, use of Chromebooks or tablets, and a variety of online subscriptions to the following Aleks, MobyMax, RazPlus, iReady, Seesaw, and Google Classroom.

Instruction will be presented through Zoom lessons while in the remote phase. In the hybrid phase, instruction will either be in-person or on Zoom depending on which cohort the student is a part. Once the school is reopened, instruction will be given in-person.

We will continue to utilize our Montessori Coaching model. The Montessori Coach will have weekly 1-on-1 check-ins with teachers. She will also perform weekly observations in online meetings or in the classroom with great distance depending on the phase of instruction.

Highland will reach students where they are and help get their skill sets up to expectations with current grade level. We have planned a number of strategies in place to accelerate learning for students. Should a student fall behind the classroom teacher will use targeted interventions and make yearlong plans to ensure that skills are practiced and retained.

## **Everyone plays a role to ensure that each child gets the education they need.**

The school team, teachers, and coach are responsible for innovative and engaging remote learning for all students when students are not in the building for in-person instruction.

More than ever, parents and guardians are critical for the success of their child. They are expected to be involved in their child's remote education and to communicate with teachers and staff. When Highland reopens for hybrid learning or face-to-face learning, they are responsible for their child's attendance on the assigned days for their cohort and learning expectations for days the child is not attendance. Parents are expected to attend conferences and meetings, and support their child's learning and engagement during all phases of instruction.

Students are responsible for following remote learning requirements and engaging in daily learning, whether that is online or in-person. They will be encouraged to use work journals, Seesaw and/or Google Classroom to access learning materials. Students are expected to work independently while taking their age and maturity in account. Work Journals and work conferences help students develop self-awareness, self-management, and self-directed learning all important tenants of the Montessori curriculum.



# VIRTUAL LEARNING EXPECTATIONS

Students are expected to be online interacting with their teachers and other students during synchronous learning times. Asynchronous learning is when the student will do independent work. While asynchronous learning is done on the child's timeline, they will be responsible to share their work with the teacher.

## STUDENT EXPECTATIONS FOR LEARNING TIME

Highland will need to be flexible with the time commitment and requirements for students. Many students will be faced with any number of barriers they need to overcome in order to continue their learning. These times are intended to be a basic guide to help teachers gauge how much material to prepare.

	Synchronous Learning	Asynchronous Learning	Communication Tools
<b>CHILDREN'S HOUSE (K3-K5)</b>	45 min (K3/K4) 1 hour (K5)	2 hours	Zoom, Seesaw, Transparent Classroom
<b>LOWER ELEMENTARY (1ST-3RD)</b>	2 hours	3 hours	Zoom, Seesaw, Transparent Classroom
<b>UPPER ELEMENTARY (4TH-6TH)</b>	2 hours	3.5 hours	Zoom, Seesaw, Transparent Classroom
<b>ADOLESCENT PROGRAM (7TH &amp; 8TH)</b>	2 hours	4 hours	Zoom, Google Classroom Transparent Classroom

## SAMPLE DAILY SCHEDULES FOR VIRTUAL LEARNING

The sample schedules on the following pages are being provided to help families anticipate what a virtual schedule will look like. **There may be some changes as plans are refined.** All Zoom lessons will be recorded for those unable to attend.

### Children's House (K3-K5)

	K3	K4	K5
8:30-9:00 AM	MORNING MEETING		
9:00-10:15 AM	Small Group Zoom Lesson	Independent Work	Independent Work/ Practice with Assistant
10:15-11:30 AM	Independent Work/ Practice with Assistant	Small Group Zoom Lesson	Independent Work
11:30 AM - 12:45PM	Independent Work	Independent Work/ Practice with Assistant	Small Group Zoom Lesson
12:45-1:15 PM	LUNCH & MOVEMENT - INDEPENDENT OR "SOCIAL LUNCH" OPTION		
1:30-3:00 PM	Independent Work/ Office Hours/ Interventions	Independent Work/ Office Hours/ Interventions	Independent Work/ Office Hours/ Interventions
3:00 PM	DAILY READ ALOUD & WRAP-UP		

## Lower Elementary (1st-3rd grades)

	GRADE 1	GRADE 2	GRADE 3
8:30-9:00 AM	MORNING MEETING		
9:00-10:15 AM	Zoom Lesson	Independent Work	Independent Work/ Practice with Assistant
10:15-11:30 AM	Independent Work/ Practice with Assistant	Zoom Lesson	Independent Work
11:30 AM - 12:45PM	Independent Work	Independent Work/ Practice with Assistant	Zoom Lesson
12:45-1:15 PM	LUNCH & MOVEMENT - INDEPENDENT OR "SOCIAL LUNCH" OPTION		
1:30-3:00 PM	Independent Work/ Office Hours/ Interventions	Independent Work/ Office Hours/ Interventions	Independent Work/ Office Hours/ Interventions
3:00 PM	DAILY READ ALOUD & WRAP-UP		



## Upper Elementary (4th-6th grades)

	GRADE 4	GRADE 5	GRADE 6
8:30-9:00 AM	MORNING MEETING		
9:00-11:30 AM	Independent Work/ Office Hours/ Interventions	Independent Work/ Office Hours/ Interventions	Independent Work/ Office Hours/ Interventions
11:30 AM - NOON	LUNCH & MOVEMENT - INDEPENDENT OR "SOCIAL LUNCH" OPTION		
12:00-1:00 PM	Zoom Lesson	Independent Work	Independent Work/ Practice with Assistant
1:00-2:00 PM	Independent Work/ Practice with Assistant	Zoom Lesson	Independent Work
2:00-3:00 PM	Independent Work	Independent Work/ Practice with Assistant	Zoom Lesson
3:00 PM	DAILY READ ALOUD & WRAP-UP		

## Adolescent Program (7th-8th grades)

	STUDENT A	STUDENT B
8:30-9:00 AM	ADVISORY	
9:00-10:00 AM	Math Zoom Lesson	Literature Zoom Lesson
10:00-11:00 AM	Literature Zoom Lesson	Math Zoom Lesson
11:00 AM-NOON	Self-Care	Independent Work/ Interventions
12:00-1:00 PM	LUNCH INDEPENDENT OR "SOCIAL LUNCH" OPTION	
1:00-2:00 PM	Independent Work/ Interventions	Writer's Workshop Zoom Lesson
2:00-3:00 PM	Spanish Zoom Lesson	Self-Care
3:00-4:00 PM	Independent Work/ Interventions	Independent Work/ Interventions

# DAILY EXPECTATIONS FOR AT-HOME LEARNING

## Children's House (K3-K5)

Daily Synchronous Learning - 45 minutes (K3/K4); 1 hour (K5)

- Circle / Group Time / Singing Songs / Playing Games
- Read aloud
- Attend and complete follow-up work from daily Zoom lessons/interventions
- Daily Asynchronous Learning – 2 hours (K3-K5)
- Daily reading with an adult
- Practice skills from Zoom lessons
- Practice skills from recorded lessons via Seesaw
- Work in online programs as designated by teacher
- Complete practical life activities
- Share completed work with teacher each day via Seesaw

## Elementary (1st-6th grades)

Daily Synchronous Learning - 2 hours

- Attend Morning Meeting
- Attend, participate in and complete follow-up work from daily lessons and/or interventions via Zoom
- Listen to Read aloud

Daily Asynchronous Learning - 3 hours total

- Work Journal: Keep a daily journal of activity and time
- Independent reading
- Follow up on recorded lessons
- Practice skills from recorded lessons via Seesaw
- Work in online programs as designated by teacher
- Share completed work with teacher via Seesaw daily

## **Adolescent Program (7th & 8th grades)**

Daily Synchronous Learning - 2 hours

- Morning Meeting
- Attend, participate in and complete follow-up work from daily lessons/interventions via Zoom
- Read aloud

Daily Asynchronous Learning - 3 hours total

- Work Journal: Keep a daily journal of activity and time
- Independent reading
- Follow up on recorded lessons
- Practice skills from recorded lessons via Google Classroom
- Work in online programs as designated by teacher
- Share completed work with teacher via Google Classroom daily

## **SPECIAL EDUCATION/EL/504 PLAN EXPECTATIONS**

- Special education/EL/504 staff will continue to provide services for students through a virtual format
- Students or parents should contact their special education/EL/504 teacher or Ms. Raven(Special Education Building Coordinator) with questions.

## **STUDENT ATTENDANCE**

- Attendance will be taken daily and will be based on several things including virtual attendance, participation, work completion and teacher/student communications.
- Students need to complete learning activities for each class by the date identified by the teacher.
- Students may only stay home from school if they are showing signs of illness, ill, or their parent/guardian has opted them to attend remote learning for the semester or school year. All normal attendance policies will be adhered to by staff and students.
- In the case of illness or other excused absence, the school office will need to be notified.
- Classroom teachers will reach out to students or parents if there is no student activity for more than one day without an excuse. If the situation is not resolved, teachers will then share this information to Tracy Williams (Executive Director) or Alexis Kramschuster (School Social Worker) and they will monitor students who have been reported by the teacher as being inactive.

## TECHNOLOGY SUPPORT

If a student has a school issued device and are having issues with the device, they should immediately contact their classroom teacher. The teacher will try to help the student troubleshoot the problem. If this cannot be done easily. The teacher will refer the issue to Mitch Taddey our Facilities & Maintenance Director.

## ACADEMIC CONCERNS

- If students have questions, they are encouraged to contact their teacher or classroom assistant via email. Please support your child's independence by allowing them to advocate for themselves whenever possible.
- Please remind students to remain patient when waiting for teachers to provide a response, as they may be assisting other students.
- If you have academic concerns, classroom teachers are the first point of contact. Teachers will have regularly scheduled office hours for student and parent questions and concerns.
- If you feel your questions or concerns are not being adequately addressed, please contact Jean Dellemann (Montessori Coach [jdellemann@hcsmkc.org](mailto:jdellemann@hcsmkc.org)) or Tracy Williams (Executive Director [twilliams@hcsmkc.org](mailto:twilliams@hcsmkc.org)).

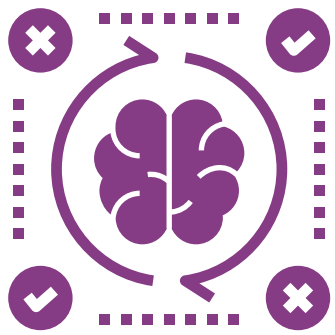
## FAMILY CARE CONCERNS

If your family is experiencing hardship in any other area (food, housing, medical care, etc.), please contact our Care Team. They will do their best to help direct you to the resources you need. The Care Team is comprised of:

Alexis Kramschuster (Social Worker [akramschuster@hcsmkc.org](mailto:akramschuster@hcsmkc.org))

Tracy Williams (Executive Director [twilliams@hcsmkc.org](mailto:twilliams@hcsmkc.org))

Barry Weber (Music/Drama Guide [bweber@hcsmkc.org](mailto:bweber@hcsmkc.org))



# ASSESSMENT, DATA, & ACCOUNTABILITY

Highland's work will be evaluated with the same high expectations that it would if the 2020-21 school year was a normal year. As a Milwaukee Public School charter school, we are held to high standards and will continue to use our School Improvement Plan to ensure that each child receives a quality education.

The Department of Public Instruction and Milwaukee Public Schools has not released the 2020/21 Assessment Calendar or their expectations for this year. The district and state required assessments may impact what type of assessment as well as how and when it is given.



## RTI STRATEGIES & ASSESSMENT PLAN

We are expecting that there will be students in need of additional supports immediately. It is our intent that each child will be equipped with the knowledge, skills, and habits necessary for a successful school year in all three phases.

Developmental, academic, behavioral, and social-emotional supports will be available for all students and families. Additionally, every learner's needs are different, so supports must be provided at varying levels (or tiers) of intensity. A plan for initial assessment and interventions has been developed for each scenario.

### **Phase A: Remote Learning - 100% virtual**

**Assessment:** Teachers will use a variety of tools to assess students' capabilities in the areas of math and reading. Teacher and parent observations will also be used in the gathering of data at the start of the school year. All information gathered will be used to inform staff of the students' needs regarding intervention or additional support.

**Math:** If the Renaissance Star Test is unavailable for virtual use, other assessment options will be used. Students using Aleks, in grades 3-8, will be given an initial comprehensive knowledge check at the start of the new school year. All other students other students will be assessed using the initial grade level screener in Moby Max. We are also looking at the possibility of an additional comprehensive grade level screener.

**Reading:** Staff will continue to use Running Records. If the Renaissance Star test is unavailable for virtual use staff can use Raz Kids Plus and Moby Max as screeners.

**Observation and Anecdotal Assessment:** Lead teachers will hold a virtual or telephone meeting with parents and students (when appropriate) at the start of the school year. This meeting will be a chance for teachers and families to address any concerns at the start of the school year. Any concerns (developmental, academic, behavioral, and social-emotional) will be shared with the CAT or Social Worker for interventions/child study.

**Interventions:** Interventions will be delivered 100% virtually. Comprehensive Academic Teachers (CATs) will continue to support a “family” of classes working with teachers and students in that family. Interventions will be tracked and monitored as part of the Child Study Program that Highland has implemented in the 2019/20 school year.

- Tier 1 Interventions (regular education) delivered by the teacher.
- Tier 2 Interventions developed, delivered, and tracked by classroom teacher, CAT, and classroom assistants.
- Tier 3 Interventions developed, delivered, and tracked by teacher and CAT.
- Behavioral Interventions developed, delivered and tracked by teacher, CAT, social worker, and classroom assistants.
- Social Emotional Interventions developed, delivered and tracked by teacher, CAT, social worker, and classroom assistants.

## **Phase B: Hybrid Model**

**Assessment:** Teachers will use as variety of tools to assess students' capabilities in the areas of math and reading. Teacher and parent observations will also be used in gathering the data at the start of the school year. All information gathered will be used to inform staff of the students' and needs regarding intervention or additional support.

**Math:** The Renaissance Star assessment will be used. We are also looking at the possibility of an additional comprehensive grade level screener. For students that are unable to attend school, Aleks and Moby Max will be used for initial assessment at the start of the school year.

**Reading:** Staff will use Running Records and Renaissance Star for an initial knowledge check at the start of the school year. For student that are unable to attend school Aleks and Moby Max will be used for an initial assessment at the start of the school year.

**Observation and Anecdotal Assessment:** Lead teachers will hold an in person, virtual, or telephone meeting with parents and students (when appropriate) at the start of the school year. This meeting will be a chance for teachers and families to catch up after our long break, for teachers to get to know the new families that are entering their classroom community and to assess the needs of each family and student. Any concerns developmental, academic, behavioral, and social-emotional concerns will be shared with the CAT or Social Worker and considered for possible appropriate interventions.

**Interventions:** Interventions will be delivered almost 100% virtually. Comprehensive Academic Teachers (CATs) will be available to help all students when they are not in the building allowing teachers to deliver as many in-person lessons as possible. CATs will continue to support a "family" of classes working with teachers and students in that family. Interventions will be tracked and monitored as part of the Child Study Program that Highland has implemented in the 2019/20 school year.

- Tier 1 Interventions (regular ed) delivered by the teacher.
- Tier 2 Interventions developed, delivered and tracked by teacher, CAT, and classroom assistants.
- Tier 3 Interventions developed, delivered and tracked by teacher and CAT.
- Behavioral Interventions developed, delivered and tracked by teacher, CAT, social worker, and classroom assistants.
- Social Emotional Interventions developed, delivered and tracked by teacher, CAT, social worker, and classroom assistants.

## **Phase C: In-Person**

**Assessment:** Teachers will use as variety of tools to assess students' capabilities in the areas of math and reading. Teacher and parent observations will also be used in gathering the data at the start of the school year. All information gathered will be used to inform staff of the students' needs regarding intervention or additional support.

**Math:** The Renaissance Star test will be used to assess students in K5-8.

**Reading:** The Renaissance Star Early Literacy or Reading test will be used to assess students in K5-8.

**Observation and Anecdotal Assessment:** Lead teachers will hold an in person, virtual or telephone meeting with parents and students (when appropriate) at the start of the



school year. This meeting will be a chance for teachers and families to catch up after our long break, for teachers to get to know the new families that are entering their classroom community and to assess the needs of each family and student. Any concerns developmental, academic, behavioral, and social-emotional concerns will be shared with the CAT or Social Worker and considered for possible appropriate interventions.

**Interventions:** Interventions will be delivered virtually or in-person. Comprehensive Academic Teachers (CATs) will be available to help all students including those that may not be in the building allowing teachers to deliver as many in person lessons as possible. CATs will continue to support a “family” of classes working with teachers and students in that family. Depending on the needs of the students and school CATs responsibilities may be shifted. Interventions will be tracked and monitored as part of the Child Study Program that Highland has implemented in the 2019/20 school year.

- Tier 1 Interventions (regular education) delivered by the teacher.
- Tier 2 Interventions developed, delivered and tracked by teacher, CAT, and classroom assistants.
- Tier 3 Interventions developed, delivered and tracked by teacher and CAT.
- Behavioral Interventions developed, delivered and tracked by teacher, CAT, social worker, and classroom assistants.
- Social Emotional Interventions developed, delivered and tracked by teacher, CAT, social worker and classroom assistants.

We know that not all staff and students will be able to return to the building until there is a solution to the global pandemic. It is our goal to meet the needs of our students and families through the delivery of targeted and appropriate developmental, academic, behavioral, and social-emotional interventions.

The district and state required assessments may impact what type and number of assessments. Milwaukee Public School has released their 2020/2021 Assessment Calendar. A copy of this calendar can be found in Appendix A.



## MONITORING ACADEMIC GROWTH FOR SPECIAL POPULATIONS

To monitor the academic growth for special populations, our Data Team will have monthly meetings either virtually or in-person. There will be a weekly attendance review to ensure students are following the virtual, hybrid, or in-person attendance policy.



## **HOMEWORK POLICY, & EVALUATION**

Students will be expected to show their understanding and practice of a topic through homework and assignments. During the virtual learning and the hybrid model, homework or assignments from asynchronous learning will be submitted within the teacher time-frame.

During Phase C: In-person Learning, Highland will return to it's policy of not giving homework. Students can continue to complete work that has been assigned in class or work on research projects, read.

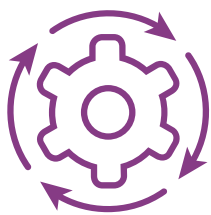
Evaluation of student work will be given in-person during synchronous lessons or small group lessons, one-on-one student work conferences, and through Seesaw or Google Classroom. Transparent Classroom will be used to track student progress on the Montessori curriculum.



## **GRADING POLICY & GRADE PROMOTION POLICY**

The grading policy will not change with the reopening phase. Transparent Classroom will be used to track progress on Montessori curriculum aligned with WI State Standard.

Students are promoted to next grade unless the teacher has serious concerns regarding attendance and lack of work turned in. A Child Study would be done for the student where the classroom teacher, assistant, coach, and parent meet to address any concerns. A plan is drawn up to address these concerns and the group then meets again in 6 weeks to determine if there have been any changes. If all of these steps are taken and the student still is not progressing, the conversation to hold the child back will take place.



# OPERATIONS

This section outlines aspects of the operating of the school whether students are learning remotely, with the hybrid model, or in-person. Operations include school schedule, school meals, technology, and communication plans. The Health and Safety Plan covers other operating aspects that will help keep our community safe during this health crisis.



## CALENDAR & SCHOOL SCHEDULE

A calendar of conference, break dates, and record days can be found at the end of this document in Appendix B. The school year calendar will only change to reflect the cancellation of in-person activities and events. For the time being, all assemblies, staff meetings, and parent meetings will be held online with Zoom.

**During Phase A: Remote Learning**, students will be expected to engage in all school-related activities as described in the Virtual Learning Expectations plan beginning on page 4 of this document. Students will receive enrichment opportunities at least once every two weeks for art, music, physical fitness, and social/emotional learning.

While virtual, students have a schedule for synchronized and asynchronous learning. K3-3rd and 7-8th grade students will receive synchronized instruction during the morning period and 4th-6th grade students will receive synchronized lessons in the afternoon.

When we are able to move into **Phase B: Hybrid Learning**, students will attend school in cohorts alphabetically by last name so siblings can attend on the same days. Students with last names that begin with A-L will attend school on site on Monday/Tuesday while students K-Z will attend school on-site on Thursday/Friday with asynchronous remote learning on days they aren't in the building. Support staff may continue instruction virtually to reduce amount of staff moving between cohorts.

Once we are all back together during **Phase C: In-Person Learning**: Families who choose to keep their children home during COVID-19 this school year can continue learning virtually. Support services may be continued virtually if necessary to reduce amount of staff moving between classrooms.



Nutrition is an everyday part of our school. With around 50% of our students qualifying for the free or reduced lunch program, we are cognizant that many of our students rely on Highland for at least two meals during the school day. During each phase of the reopening plan, takes this into serious consideration.

### **Phase A: Virtual Learning**

Highland provides families with the many locations of the MPS's Stop, Grab, and Go program. If families need food or basic necessities, Highland has a fund to provide gift cards to Walmart for them to purchase what they need. Our social worker will connect our families with other resources that fit their situation.

### **Phase B: Hybrid Learning & Phase C: In-Person Learning**

**Breakfast:** Breakfast will be served in the classrooms each morning by student cohort. All items are prepacked and served individually. Students will wash their hands upon arrival and before being served breakfast.

**Lunch:** There is a schedule for the kitchen manager to heat the individually package lunch provided by MPS. Each classroom will have their packaged lunch delivered on carts by classroom staff and will eat in their classroom by cohort. Hand washing will happen before lunch is served. Students will remain in their assigned seat during lunch.

As always, students are welcomed to bring their own lunches. We encourage parents who send lunch with their children to only have nutritional food items in their lunch each day. Foods that are overly sweetened or salted might not be served.



## LARGE GATHERING POLICY

Highland is a place where people like to be and our families regularly turn out for our plays, community work days, and other events. The following will guide our planning and scheduling of such events.

**Phase A: Remote Learning:** All assemblies, staff meetings, and parent meetings, will be held via Zoom.

**Phase B: Hybrid Model:** No gathering of staff three or more will be allowed in the building. All assemblies, staff meetings, and parent meetings will be held via Zoom.

**Phase C: In-Person Learning:** Gatherings will be allowed inside the building. Attendees will be directed to following the general safety rules of wearing face coverings, social distancing, and hand washing. They will be expected to follow the indicated flow of traffic while attending.



## STAFFING MODEL

In a Montessori classroom, students learn from their teacher, teaching assistant, and each other. The following describes our staffing model for each phase of reopening.

**Phase A: Remote Learning:** Classroom sizes will remain intact. Wednesdays will be used for planning and staff collaboration. Program staff will be utilized to offer extra supports for children and families who need it.

**Phase B: Hybrid Model:** Classrooms may need to be shifted to allow for virtual instruction if families choose not to send children to school in person. Wednesdays will be used for planning and staff collaboration. Program staff may be utilized to offer extra support throughout the school. If necessary, Montessori trained staff may need to shift into classroom or virtual instruction roles.

**Phase C: In-Person Learning:** Classrooms may need to be shifted to allow for virtual instruction if families choose not to send children to school in person. Program staff may be utilized to offer extra support throughout the school. If necessary, Montessori trained staff may need to shift into classroom or virtual instruction roles.



# TECHNOLOGY

Highland's goal is to provide students and staff with technology and internet connectivity to support student learning and aggressively close the digital divide and academic gaps found throughout our community. By providing meaningful technology resources and equipment to our community will minimize the loss of learning due to the current health crisis.

**Technology for Staff:** All teachers have a device whether it be a laptop or tablet. The staff was surveyed to determine if the device will work for their virtual needs. Additional equipment will be purchased if necessary.

**Technology for Students:** Chromebooks, tablets, and hot spots were purchased based on the need families' reported need. Families will check out the device and sign a technology use agreement with curbside pick up.

The type of device used will depend on the age of the students. Tablets are preferred for students in grades K3-1st and Chromebooks will be used for 2nd -6th graders. Adolescent students will continue to use the program's Mac Books.

A variety of online subscriptions will be used including Aleks, MobyMax, RazPlus, iReady, RazPlus, Seesaw, Google Classroom, and Zoom.

**During Phase C: In-Person Learning,** we will resume using Montessori hands-on materials for learning. Technology will take a lesser role.

**Tech Support:** If a student has a school issued device and are having issues with the device, the first line of support for tech troubleshooting will be the classroom assistant or teacher. Our IT company will put together a protocol sheet for the student Chromebooks as a reference. If the problem is not solved, teachers will refer the issue to our IT company. An additional staff member will be identified to help teachers and assistants troubleshoot simple user issues.

**Privacy:** To protect the privacy of our students while virtually learning, parents sign a consent form for their child to have group classroom teaching sessions recorded and shared with other students in that classroom only. All digital applications and services Highland uses for student instruction are consistent with the student privacy protections required.



# WHOLE CHILD SUPPORTS & SCHOOL CULTURE

Educating, empowering, and inspiring the whole child is at the heart of a Highland education. Every decision is filtered through the perspective of what is best for the children. We are proud to have exceptional personnel and strong systems in place to support not only the children's needs but our families' needs as well. We are committed to improve our response systems as situations change.



## ASSESSING STUDENT NEEDS

The phase of reopening will dictate how students' social, emotional, and mental health needs will be assessed. To identify the most vulnerable students and their needs, classroom teachers, support staff, and other Highland staff members will coordinate to identify any students and families in need of additional support and intervention. Students and families will be connected with resources and virtual and in-person interventions via support staff and will be monitored regularly.

**During Phase A: Remote Learning:** Students will engage in virtual learning curriculum for 4-6 weeks after which staff may refer student for a social, emotional or mental health needs diagnostic screener. Screeners will be conducted virtually, and data will be collected from teachers and parents, and interpreted to guide further instruction.

**During Phase B: Hybrid Learning:** Diagnostic screeners and assessments will be conducted in-person with support staff collecting data from teachers, parents and students.

**During Phase C: Face-to-Face Learning:** Diagnostic screeners and assessments will be conducted in-person during the school day with support staff members collecting data from teachers, parents and students.



## **SOCIAL-EMOTIONAL SUPPORTS**

There are many opportunities for positive feedback and connection between members of our community. Highland Community School's Social Worker runs a Facebook Group that all families are invited to join that focuses on sharing virtual resources. A social-emotional newsletter is delivered via Facebook, email, virtual classroom platforms, and archived on Highland's website. The following will be offered virtually or in-person depending on the phase of reopening:

- Social Emotional Learning curriculum is delivered via virtual classroom platforms or in-person,
- Check-in/Check-out Interventions,
- Social Skills Groups and Nurture Groups for students,
- Individual counseling sessions, and
- Consultation provided to parents regarding student's behavior and functioning at home and in school.

All staff who interact with students and families will coordinate to identify any students and families in need of additional support and intervention. Students and families will be connected with resources and interventions via support staff. After they are identified, our most vulnerable community members will be monitored regularly.

Classroom teachers and support staff will regularly communicate with students and parents regarding any social emotional needs via phone, email, virtual classroom, platform, and/or in-person. Classroom teachers and support staff will ensure that families are aware of the social emotional supports in place and resources.

Highland Community School staff members will be taking part in professional development opportunities to enhance their preparedness for addressing the unique needs of students this fall. Highland staff will be engaging in training specifically focused on child trauma and how to develop a trauma-informed classroom, as well as training focused on facilitating anti-racist education practices.

As this health crisis continues, the school social worker will offer support to process COVID-19 and other events for students and families as needed.

In addition, there will be virtual or in-person self-care opportunities for staff members concerning how to manage stress, cope with change, and address compassion fatigue.





## RESOURCES AND STRATEGY FOR MENTAL HEALTH SUPPORTS

Highland Community School staff will coordinate virtually or in-person to identify any students and families who may be seeking out mental health services and supports. Mental health resources and service provider directories will be shared with all families and assistance from and consultation with the School Social Worker will be available via phone, email or in-person support. The School Social Worker will refer families to community resources as needed and continue to provide both virtual and in-person support. Our Notes Home will continue to have a section with resource links for any family who would rather self-identify and needs access to mental health or other basic needs resources.



## SCHOOL CULTURE

We are a community of diverse families and educators working together to offer quality Montessori education in a nurturing environment that enriches, empowers, and inspires the whole child to reach their potential. We encourage and support parents to be responsible for and involved with their children's education.

### BILL OF RIGHTS

All people at Highland Community School have the following rights. These rights may not ever be taken away for any reason.

#### **The Right to Physical Safety**

No one may ever use their hands, feet, or other object to physically hurt you.

#### **The Right to Emotional Safety**

No one is allowed to intentionally hurt your feelings to make you feel uncomfortable.

#### **The Right to Work in Peace**

Your work will only be disrupted when something more important is taking place and your attention is required. No one will be allowed to do things that distract you from getting your work done.

# SHARED RESPONSIBILITIES CONTRACT

This is our Shared Responsibilities Contract for Children, Parents, and Staff at Highland.

## Students' Rights and Responsibilities

- To respect and honor everyone's right to physical and emotional safety.
- To follow and respond appropriately to staff direction.
- To work in peace. Students do not have the choice not to work.
- To a Montessori education with support for academic, social and emotional development

If a student does not honor these rights and responsibilities the student agrees:

- To accept safe and supportive direction and/or consequence from staff.
- To communicate with staff to understand our rights and responsibilities.
- To cooperate with staff to determine how to improve choices in the future.
- To work with staff to reach out to anyone impacted by the choice.
- To share ideas for better choices and be willing to try them next time.

If a student refuses to cooperate with the above, their parent(s) will be contacted in order to form a plan that provides greater support for the child.

## Parents and Guardians' Rights and Responsibilities

- To respect the Highland Bill of Rights and support my child and Highland staff by upholding them.
- Communicate concerns with staff and respond in a timely manner when contacted.
- Work as partners with staff to provide the best possible education and support(s) for child.
- Attempt to make time to talk and listen to my child about life, school, emotions, relationships and more.
- Schedule and attend parent/teacher conferences and, if necessary, additional conferences.
- Foster consistency in my child's life by providing routines for eating, sleeping, reading, and exercise. Research (see 1 & 2 below) has shown that consistency is beneficial to a child's emotional and psychological development.
- Consider limiting screen time to allow child to experience and learn from the world around us. Research (see 3, 4 & 5 below) has shown that limiting screen time is beneficial to a child's social and emotional development.

### Research & Resources

1. Reuters - Family Routines <https://bit.ly/2Reutersfamilyroutine>
2. CDC - Creating Structure & Rules <https://bit.ly/CDCstructure>
3. AAP - Recommendations for Children's Media Use <https://bit.ly/AAPkidsmedia>
4. Journal of Children & Media - Screen Time & Vocabulary <https://bit.ly/JChildrenMediaArticleScreenTimeVocabulary>
5. Wiley Library - Technoference: Parent Distraction With Technology <https://bit.ly/ParentsTechnologyArticle>

## **Highland Community School Staff Rights and Responsibilities**

- Protect rights and safety of all children by devoting time and effort to develop relationships.
- Provide an environment to support all children's academic, emotional, and social development.
- Inform parents of any significant academic, behavioral, social, or emotional concern.
- Make arrangements to be available for parents in order to communicate and receive concerns.
- Address choices that take away student rights using best available support, including, but not limited to:
  - Providing best practices to support each child's needs.
  - If necessary, additional staff will provide best practices to support child's needs.

If the above does not provide necessary support for child, or if child presents physical or emotional risk to others, staff will provide support in an environment outside of the classroom in order to address needs. Staff will contact parent(s) in this case.

## **TRACKING STUDENT NEEDS & FOSTERING RELATIONSHIPS**

Student attendance, participation, and performance will be tracked in Transparent Classroom. Weekly review will be done to identify trends and teachers will report any issues to Administration. Child Study protocol will be followed.

To foster relationship building between the teachers and students, teachers will provide small group lessons, student work conferences and community building activities both in person by cohort and video conferencing depending on what is appropriate for current school reopening phase.

## **PARENT AND GUARDIAN ENGAGEMENT**

Highland knows that parent and guardian engagement is critical for students' success in school. We depend on the knowledge, experience, dedication, strength, and resilience of our parent body. Highland employs a full time Parent Involvement Coordinator to oversee the following engagement opportunities:

- online and in-person parent support groups,
- virtual and in-person parent education,
- volunteer opportunities to support teachers virtually and in-person.

The weekly Notes Home email newsletter will communicate with parents and supply links to supports for families.



# COMMUNICATIONS

Highland has a comprehensive plan using a variety of communication tools to provide our community clear, concise, and transparent communication. The following describes the mode of communication by role.

**Student-Teacher Communication:** Teachers communicate daily with their students through Seesaw, Zoom, or Google Classroom. Work conferences are used to discuss student progress for elementary and adolescent students.

**Parent-Teacher Communication:** Teachers respond as soon as possible or within 24 hours during the school week. Flexibility on the parent's as well as the teacher's part will be required to support families who cannot access classroom instruction during the regular school day.

**Staff-Staff Communication:** Depending on the phase of opening, staff will attend virtual or in-person weekly meetings for lead teachers, assistants, Comprehensive Academic Teachers, and special education collaboration. Each teacher will have weekly coaching meetings with our Montessori Coach. Bi-weekly Child Study and Lesson Study will be held to ensure that struggling students and staff are given the support they need to succeed.

**School-wide Communications:** Our primary way of communicating school-wide information with families is through the weekly Notes Home email. Notes Home emails celebrate our weekly work, updates for the next week, and has a dedicated portion for resources to help the whole family like social-emotional newsletters and unemployment information. In a case of emergency or the need for urgent communication with our families, we will use the texting tool in Transparent Classroom. Highland parents communicate regularly with one another making our word-of-mouth channel a way to catch any one who might be reluctant to engage in digital communications.

**Broader Community:** Monthly emails are sent to our broader community to give updates on our yearly progress. Social media is used to communicate any last minute opportunities from our partners, send reminders, and celebrate our community.



# HEALTH & SAFETY PLAN

Keeping our community safe during this health crisis is the reason for all this planning. Highland has created this Health and Safety Plan that complies with all the Milwaukee Department of Health's requirements. We understand that requirements are subject to change as more information is provided. CDC guidance will also be utilized when making any modifications to health and safety guidance or school reopening plans.

**This plan will be updated as more information becomes available.**



## COMMUNITY COORDINATION

Highland Community School's **COVID-19 Coordinator is Mitch Taddey**. He can be reached at [mtaddey@hcsmk.org](mailto:mtaddey@hcsmk.org). With the help from other staff members, he will compile information on absences, tracking illnesses, and identifying potential COVID-19 clusters.

## MONITORING PUBLIC HEALTH GUIDELINES & UPDATES

To confirm that our protocols are in line with state and local health guidelines, the COVID-19 Coordinator, school leadership, and board members will monitor all guidance from Milwaukee Public Schools, the Milwaukee Department of Public Health, and other local government agencies. CDC guidance will also be utilized when making any modifications to health and safety guidance or school reopening plans. The COVID-19 Coordinator will monitor guidance from the above entities for best practice resources for maintaining a safe and healthy environment. School Leadership will review and update our protocols as new state and local health guidance is released.

If a staff/student is diagnosed with COVID-19, we will notify the City Health Department, Milwaukee Public Schools and the Highland Parent Board of Directors immediately. We will notify staff and families of a confirmed case via text/email home. All identifying information will be kept confidential.



## CRITERIA FOR SCHOOL CLOSURE IF A STAFF OR STUDENT IS SYMPTOMATIC

If a student/staff is **confirmed to have been exposed to COVID-19/confirmed case but has not been in the building** since known exposure.

- No closure required – self-isolation of the exposed individual and family members

If a student/staff is **confirmed to have had exposure to COVID-19/confirmed case and has only been in contact with students in their own classroom.**

- Staff and students who have recently had close contact with a person with COVID-19 should stay home and monitor their health. Close contact is currently defined by the CDC as being within 6 feet of a person with symptoms for 15 or more minutes.

**Confirmed case within the school** (student or staff) with unknown exposure.

Potential exposure to multiple classrooms and students (recess, ASP, Siblings), unable to be measured and contained, or if there are multiple confirmed cases across classrooms.

- Full School shutdown immediately (See When to Quarantine table on page 30.)

**Who decides?** City and other governmental agencies who have authority to close or reopen schools will be a main source in any decision-making process. Outside of any mandates, the Highland Board will be responsible for any reopening decisions and will defer to local and state health authorities on specific criteria related to reopening. School Leadership will keep the Board up to date on relevant COVID-19 exposure/confirmed cases.

## RESPONSE PROTOCOL FOR FEVER OR OTHER COVID-19 SYMPTOMS

If a student or staff who presents with a fever or other COVID-19 symptoms, we will request that person leaves and gets tested immediately. They should quarantine until results are confirmed. Students will wait in an isolated area, away from other students or staff but in the visual supervision of a staff member until they can be picked up. Staff members needing assistance can also wait in the isolation area until an emergency contact can come to take them home. The isolation area will be sanitized thoroughly after each use.

Emergency services will be utilized in the case of severe or life-threatening symptoms.

## CONTACT TRACING

Highland has created a communication system for staff and families to self-report possible COVID-19 symptoms. All staff and families are to inform office staff of any confirmed or possible exposure to COVID-19. Staff and families will be asked to disclose confidentially any possible further exposure to members of the school community.

Highland leadership will confidentially inform any staff/families of a possible exposure or confirmed case as soon as possible. No specific student/staff/family information will be provided during this notification.



## COVID-19 COMMUNICATIONS

### MODIFICATION TO SCHOOL SCHEDULE & NOTIFICATION OF POSITIVE COVID-19 CASE

**School schedule communications to staff** will be done via email, a Basecamp message, and the staff handbook. **Parents and stakeholder communication** will be done through Facebook, our website, emails, Notes Home Newsletter, registration information, and the parent handbook.

Highland leadership will confidentially inform any staff and families of a possible exposure or confirmed case through these above channels as soon as possible. The school community will receive an email and text message to let them know we have a positive COVID-19 and how we are responding to the case. No specific student/staff/family/classroom information will be provided during this notification.

A email communication will go out to families when Highland moves into **Phase B: Hybrid Model and Phase C: In-Person**. This email will cover Highland expectations regarding acceptable face coverings including the following: who is required to use a face covering, proper use of a face covering, strategies for combating potential bias associated with the use of a face covering, and provision of face coverings for any students who might need one. This email will also provide informational materials to students, staff, and parents and guardians about potential isolation and quarantine expectations if a student, staff member or a close contact is confirmed positive. Information on when to quarantine can be found later in this document.

## **USE OF SIGNAGE**

We use signage with simple language and pictures to inform and remind our community about traffic flow allowing for physical distancing, promoting protective measures, how to stop the spread of COVID-19, social distancing rules, hygiene and face covering expectations, and to identify other COVID-19 safety rules.

Once students and staff return to school during Phase B: Hybrid Model or Phase C: In-Person learning, each entrance door will have a sign requesting that people who have been symptomatic not enter the school. There will be signs and floor markers in hallways bathrooms, and by any hand washing and sanitizing location. Also, they will remind students and adults to maintain social distancing in hallways, front offices, and other common areas.

## **LEVERAGING ONLINE COMMUNICATION CHANNELS**

Highland has a comprehensive plan using a variety of communication tools to provide our community clear, concise, and transparent communication. We will use this plan to ensure that staff and parents receive important COVID-19 information and messages.

Our primary way of communicating with families is through the weekly Notes Home email. Notes Home emails celebrate our weekly work, updates for the next week, and has a dedicated area for resources to help the whole family like our SEL newsletters and unemployment information. Additionally, monthly emails are sent to our broader community to give updates on our yearly progress.

We utilize our Facebook page to reinforce the messages sent in our emails and to communicate any last minute opportunities from our partners. We will also use social media to send reminders about events.

In case of emergency or the need for urgent communication with our families, we will use the texting tool in Transparent Classroom as well as an email. Highland Room Parents will also post information in the classroom Facebook pages.

We are able to analyze email open rates, engagement rates on Facebook, and Transparent Classroom engagement to ensure that all families and staff are receiving important COVID-19 information.





## **REGULATORY FLEXIBILITY NEEDS**

Highland has the autonomy to choose how funds are used to support the school as long as it is in accordance with our charter contract with Milwaukee Public Schools. Attendance and assessments are mandated by MPS.



## **PRIVACY PROTECTIONS**

All digital applications and services Highland uses for student instruction are consistent with the student privacy protections required. The Executive Director and Montessori Coach will have access to all google classroom accounts, for each classroom, and will be monitoring them on a regular basis.

Parents will be asked to sign a consent form for their child to have group classroom teaching sessions recorded and shared with other students in that classroom only.

Consistent with HIPPA, no information about health status of any individual will be released to any parent/guardian, staff person of any children but their own. If any child or staff member test positive for COVID-19, parents/guardians, the Executive Director, all staff, and Highland Community School Board members will be advised. The City of Milwaukee Health Department will also be advised. However, for all these communications no names will not be published or communicated.



# MAINTAINING HEALTHY ENVIRONMENTS



## HEALTH SCREENINGS

- **For Students**, health screens will be done daily at drop-off. Staff will administer health checks and any students exhibiting symptoms will be sent home with their guardian. Staff administering temperature checks will be given gloves and masks as well as a face shield. Thermometers are no contact but will require staff to be within 6 feet of a child for an accurate reading. All parents will be asked to report any reasons for absences, including possible exposure to COVID19. Staff who call home regarding unreported absences will be asking for reasons, including symptoms. This data will be kept secure and confidential by limited office personnel. Notification will be given to any staff or families of a potential exposure to COVID-19, no individual data will be released as a part of this notification.
- **Staff** will be asked to complete a daily health screening check electronically and report clear of symptoms to office personnel. Staff exhibiting symptoms will be sent home. Staff will be instructed to report to office personnel any potential symptoms or exposure to COVID-19. All information collected will be kept secure and confidential. Notification will be given to any staff or families of a potential exposure to COVID-19, no individual data will be released as a part of this notification.



## WHEN TO QUARANTINE

Students or staff are sent home if they have exhibited any symptoms of COVID-19 or if they have had confirmed or possible exposure to someone with COVID-19. On the next page are the requirements to return.

## STUDENTS AND STAFF CAN RETURN WHEN:

COVID-19 SYMPTOMS	REQUIREMENTS TO RETURN
Positive COVID-19 Case (with symptoms) <b>OR</b> Unconfirmed Case (with symptoms)	<ul style="list-style-type: none"> <li>• A negative COVID-19 test; <b>OR</b></li> <li>• At least 3 days (72 hours) fever free without fever-reducing medication, improvement in respiratory symptoms (cough, shortness of breath) <b>and</b> at least 10 days have passed since symptoms first appeared.</li> </ul>
Positive COVID-19 Case (without symptoms)	<ul style="list-style-type: none"> <li>• A negative COVID-19 test; <b>OR</b> At least 10 days have passed since the date of the positive test and no subsequent symptoms have developed.</li> </ul>
Self-Quarantine due to potential exposure	<ul style="list-style-type: none"> <li>• Be symptom-free for 14 days after a potential exposure.</li> </ul> <p>*Employees should quarantine for 14 days away from other people and self-monitor symptoms. Seek medical advice and follow return to work protocols above if symptoms occur.</p>



## HYGIENE: HAND WASHING & HAND SANITIZER

Hand sanitizer will be provided and available at all entrances/exits for use at the beginning and end of the school day. Each classroom has at least one sink within the room for hand washing throughout the day. Students will be instructed to wash their hands as they enter the classroom in the morning and will wash frequently throughout the school day, including before and after bathroom breaks, lunch and recess.



## PERSONAL PROTECTION EQUIPMENT (PPE)

**Face coverings** are meant to protect other people in case the wearer does not know they are infected. On students first day of attendance for Phase A: Remote Learning and then again before students return for Phase B: Hybrid Model, teachers will give students a training on COVID-19 symptoms, how to properly wash their hands or use hand sanitizer, what symptoms they should be aware of and report to teachers, and how and when to properly wear a mask.

Surgical quality masks will not be required, however a cloth/disposable face covering will be required for all staff and students (over the age of 3) in the building and outdoors during the school day. Throughout the school day, staff will reinforce the use of face coverings.

Allowable face covering include:

- Cloth face masks
- Paper or disposable masks
- Scarves
- Religious face coverings

Accommodations will be provided on a case by case basis if staff or students have a documented medical condition or disability that prevents them from wearing a mask.

**Virtual:** Masks or face coverings are required when staff are in the physical building. A supply of disposable masks is available by the building entrance. Wipes/cleaning solutions made available in common areas (i.e. copier) and for classroom use.

**Hybrid:** Masks (non-medical grade) required for use by students and staff. Two masks will be provided to each staff member and student. A supply of disposable masks will be available as a backup for forgotten or soiled masks. Face shields for staff will be available upon request. A supply of gloves will also be available for use when needed.

Face coverings are required in the following situations:

- In all hallways and stairwells, including entering and exiting the building
- In all common/shared spaces – copier rooms, main office, etc.
- In any spaces where you may encounter students
- In your workspace, unless you are the only person in the room
- In anyone else's workspace (even if you are the only person)
- Outdoors – on or off school grounds when with students

**Gloves** will be required to be used by any staff performing the following functions:

- When handling any food product, including anyone working in the kitchen
- Taking temperatures of any student/staff
- When caring for an ill or injured student, especially when bodily fluids may be present (blood, vomit, etc.)
- When assisting with toileting/diapering

## MONITORING OF PPE

**Virtual:** Leadership will monitor and enforce PPE requirements for staff as they are scheduled to be in the building. Signs are posted around the school reminding staff of guidelines. Facilities staff will monitor supply of all PPE and cleaning supplies and coordinate with office staff to replenish as required.

**Hybrid:** Staff will be asked to agree to all health and safety standards upon their return to the building. Leadership will monitor and enforce PPE requirements for staff and students. Signs will be posted around the school reminding all of guidelines. Families will also be asked to agree to health and safety standards enforced by the school. Reusable masks will be ordered for all staff and students (2 per). Distribution times will be designated for staff and families and will take place outdoors or in a socially distant manner. A supply of disposable masks will also be ordered and will be monitored by office staff to replenish as necessary. Spray bottles and cleaning solutions will be provided to each classroom (2 per) for use during the school day. Facilities and office staff will monitor cleaning supplies to replenish as necessary.



## DAILY CLEANING

### STANDARD NIGHTLY CLEANING

- Wiping tables, chairs, surfaces
- High touch areas: handles, faucets, etc.
- Floors – sweep & mop
- Trash removal

## DURING THE DAY – HIGH TOUCH CLEANING

- Recess/playground equipment for staggered recess schedules
- Gym equipment
- Stairwell/railings/handles
- Light switches, sink faucets
- Bathroom surfaces, handles, etc.
- Elevator buttons
- Other shared spaces

## BETWEEN USES

- Shared materials, toys, games, art supplies
  - Student supplies will be housed individually and materials unable to be duplicated will be cleaned between uses
- Computer keyboards, mouse
- Phones
- Copier/printers

## CLEANING PRODUCTS

Classrooms will use bleach water solution for cleaning and may also utilize cleaning wipes at times. All cleaning solutions used by cleaning staff will be cross-checked with the recommended cleaning products provided by the CDC, EPA and other local agencies. Hand sanitizers will contain 60% or greater alcohol content and follow all current regulations.



## SYSTEM MODIFICATION

We will conduct an **HVAC assessment to ensure ventilation systems operate properly** to increase the circulation of outdoor air as much as possible and in accordance with ASHRAE guidance for COVID-19. This will include investigating the quality of our indoor air filters and ensure classrooms have access to fans to be utilized when windows are open to circulate outdoor air.

**Touchless technology** exists for towel dispensers and sinks in student bathrooms. We will also investigate adding touchless technology for bathroom soap dispensers.



# MAINTAINING HEALTHY OPERATIONS



## MOVING THROUGHOUT THE SCHOOL/ PHYSICAL DISTANCING

### SCHOOL DROP OFF

Parents will not be permitted inside the building during drop-off and pick-up times. Times will be staggered by grade level to limit traffic and all four entrances/exits will be utilized during these times. Classroom days will be extended slightly in the morning and afternoon to allow for staggered arrival/dismissal while also limiting the impact on families with siblings across grades. Siblings may arrive together.

#### **Door assignments**

**Southeast Door:** Jungle Family (2S) - Von, Jenna, Martha

**Northwest Door:** Rainforest Family (2N) - Darla, Yifan, Wendy & Donna's class on the 3rd floor

**Southwest Door:** Taiga Family (3S) - Carrie, Zac, Justin

**Northeast Door:** Adolescent Program & Temperate Deciduous Forest Family (3N) - Mary Claire, Alicia, Megan

**Highland Ave Doors:** Toddlers classes use their corresponding classroom door

#### **Staggered arrival times**

**7:50 AM** – Adolescent Classroom

**8:00 AM** – Upper Elementary

**8:10 AM** – Lower Elementary

**8:20 AM** – Children's House

Children's House assistants will station at their assigned entrance during their arrival time to collect their students. Students will go up their designated stairwell to class as a group with their classroom adult. Elementary & Adolescent Program students can go directly to class upon arrival. Classroom assistants at these levels will support drop off by monitoring halls and stairwells.

## AFTERNOON PICK UP

Afternoon pickup will take place outdoors at each family entrance (as noted above). Families will be directed to pick up at the exit of their oldest child. School end times will be staggered to allow for distance between the classroom groups. Older siblings can pick up younger siblings from the classroom and then proceed to the oldest child's exit. Students registered for after school care will remain in the classroom with a classroom adult. The other adult (teacher or assistant) will accompany students outdoors and will dismiss them to parents. Additional support staff, as available, will be present at exits to help facilitate. Toddler families will dismiss from their classroom doors on Highland Avenue.

### **Staggered dismissal times**

**11:30 AM** - K3 students

**3:15 PM** - Upper Elementary

**3:25 PM** - Lower Elementary

**3:35 PM** - Adolescent Classroom

**3:45 PM** - Children's House (K4 & K5)

Please note, the K3 program runs from 8:30 AM - 11:30 AM. K3 students should be picked up by 11:30 AM on the days they attend school.

## TRANSPORTATION

Highland does not provide transportation for any of our students.

## INSIDE THE CLASSROOM

Since Montessori Classrooms are usually set up with tables and we have very large classrooms, we will be able to accommodate half the number of students comfortably in a socially distant manner during both Phase B: Hybrid Model and Phase C: In-Person Learning. Students will be encouraged to remain in the classrooms throughout the day, wear masks when in the building and on the grounds, and to practice good hygiene including washing hands often.

Each classroom has two sinks for students to wash their hands and extra masks will be provided for students who forget their masks. Students will wear masks at all times in the classroom, unless eating or drinking. The classrooms will be set up in a way that accommodates social distancing among students within their classroom and cohort with the use of physical barriers, floor markings, and furniture placement.



## **OUTSIDE OF CLASSROOM (E.G. ALLOWABLE ROUTES IN BUILDING HALLWAYS, BATHROOM PROTOCOLS)**

### **Hallways**

All hallway floors will have arrows marking the direction for students and staff to follow. Floor marking will be utilized in waiting areas and at entrances to provide social distancing cues. In the case of emergency, hallway monitors will assist with social distancing.

### **Water fountains**

All drinking fountains will be deactivated, instead students will use water bottles in class, filled using sinks in each classroom. The school will help supply water bottles to families who may not have them.

### **Bathrooms**

Bathrooms will be capped at a maximum capacity of 4 students per bathroom. Classrooms will send only 2 students (1 boy and 1 girl) to the bathroom at the same time. Signage will be posted to inform students and staff of capacity limits. A hallway monitor will be present during the day to monitor usage of the bathroom as needed, especially for younger students.

### **Other Common Spaces**

Common spaces within the school will be closed to their usual purpose (i.e. art room, library, etc.) and students will remain in their own classroom during the school day. Enrichment staff will provide services virtually or within each classroom in a socially distant manner. Common use spaces will be repurposed during the hybrid phase to accommodate for additional work spaces for students and staff, as needed.

During the hybrid model, all field trips and activities that involve guests or visitors will take place virtually.

## **RECESS, RECREATIONAL ACTIVITIES, AND SPORTS**

During Phase B: Hybrid Model, a schedule has been made to designate specific recess time for each classroom cohort. Cohorts would be in separate areas of the playground and rotate daily so they all have access to the different areas. Time will be built in for recess monitors to clean playground structures/equipment at the end of each recess time. This will be attained by having classroom teachers pickup students from their classroom's playground entrance/exit at the end of recess. Staff and students will be required to wear masks when outdoors for recess.

We will not hold any competitive sports activities at the school during the virtual or hybrid models.



## BUILDING VISITORS

**All parents and visitors will not be allowed in the building** during Phase A: Remote Learning and Phase B: Hybrid Model. Only essential visits (i.e. contractor visits, emergency services, parents picking up sick children) will be approved. All visitors to the building would enter through the main entrance and need to have their temperature checked and questions answered regarding their health. All visitors would be required to wear a mask and use hand sanitizer upon arrival. Visitors will be escorted to the main office where physical barriers have been installed for partitions.



## COMMUNITY TRAINING

Staff will be trained on necessary health and safety protocols before school starts. Staff will be trained on COVID-19 signs and symptoms, as well as state and local mitigation efforts at the time of the training. Staff will be given a Staff COVID-19 Guide that will provide instruction on school health and safety policies as well as sick leave policy updates and the important of not reporting to work when ill.

Before students return to school, teachers will go over health and safety rules and we will provide signs, etc per classroom and throughout the building.

# teachers **STAFF TALENT**

Highland is lucky to have incredible, caring faculty and staff who are dedicated to our students and their families. The faculty and staff will be held responsible for providing our students with quality Montessori programming.

Happy teachers lead to high achievement in students. The Executive Director will monitor staff satisfaction and help build connections between staff members and the families in their classrooms. The Montessori Coach will provide coaching to the faculty and staff and will serve as a resource for when challenges and opportunities arise.

More information for teachers and staff can be found in the Staff COVID-19 Guide, Appendix A to the Employee Handbook.

## **COVID-19 SUSCEPTIBLE PERSONNEL**

### **Most at Risk**

Highland will use the guidelines of who is most at risk for COVID-19. We know that staff most at risk are those with pre-existing medical conditions as well as those over the age of 50 based on state and federal health guidance.

### **Accommodations**

All staff will be provided with the same information:

"If at any time, you have concerns about your expectation to return to work or to perform remote work due to the new school format, you may have the right to request an accommodation. If you meet the general requirements associated with requesting medical leave based on a doctor's recommendation, or a work accommodation based on the Americans with Disabilities Act (ADA), contact Amanda Taddey at [ataddey@hcsmkc.org](mailto:ataddey@hcsmkc.org) with a leave or accommodation request."

We will work with staff individually to make accommodations as we are able to ensure all staff have access to a safe and healthy work environment.

### **Student Support Services Staff**

Support services will be provided during Phase A: Remote Learning and Phase B: Hybrid Model for those students and staff who are not able to meet in person. Support staff will be asked to share their lesson plans with the Building Coordinator weekly in the event the teacher is out sick. The Building Coordinator would then arrange services per the student's IEP and 504 plan. All SPED Team have the necessary technology and materials to work remotely with their students.

# STAFF CHALLENGES

## **Possible Unanticipated Reduction in Teaching Staff**

Should we find ourselves in the situation of an unanticipated reduction in teaching staff of 20% or more this fall, our first step would be to utilize our on staff teachers who are not attached to classrooms. We also have two on-staff substitutes to help support the classrooms both virtually and in person.

## **Staffing Additional Cleaning and Hygiene Protocols**

We've met with our cleaning company to inquire about having someone in the building during the hours of 8am-4:30pm to help keep common areas clean. Classroom assistants and non-classroom staff will be trained in necessary cleaning and sanitizing practices to help support the building cleaning during the school day.

# APPENDIX A

Milwaukee Public School's  
2020/2021 Assessment Calendar



## 2020-2021 Assessment Calendar

Assessment Calendar 2020-2021 for both Early Start and Traditional Calendar Schools			
Month	Assessment	Grades	Dates
Ongoing	Civics	9 to 12	Determined by schools
August	***	***	***
September	PALS	K4 – 2	TBD – see rationale document
October	Star 360	K5 - 10	10/5/2020 - 10/23/2020 (fall)
November	***	***	***
December	Access for ELLs®	K5 - 12	12/1/2020 - 1/29/2021
January	Access for ELLs®	K5 - 12	12/1/2020 - 1/29/2021
	National Assessment of Educational Progress (NAEP)	4 and 8	1/25/2021 – 3/5/2021
	Star 360	K5-10	1/11/2021 - 1/29/2021 (winter)
February	National Assessment of Educational Progress (NAEP)	4 and 8	1/25/2021 – 3/5/2021
March	ACT® with writing	11	3/9/2021 (test window 1)
			3/23/2021 (test window 2)
	Dynamic Learning Maps (DLM™)	3 to 11	3/22/2021 – 4/30/2021
	National Assessment of Educational Progress (NAEP)	4 and 8	1/25/2021 – 3/5/2021
	Wisconsin Forward Exam	3 to 8, 10	3/22/2021 – 4/30/2021
April	ACT® with writing	11	4/13/2021 (test window 3)
	ACT® Aspire™	9 and 10	4/5/2021 – 5/5/2021
	Dynamic Learning Maps (DLM™)	3 to 11	3/22/2021 – 4/30/2021
	Wisconsin Forward Exam	3 to 8, 10	3/22/2021 – 4/30/2021
May	ACT® Aspire™	9 and 10	4/5/2021 – 5/5/2021
	Star 360	K5 - 10	5/3/2021 - 5/21/2021 (spring)

\*This calendar reflects the instructional mode of **remote learning**. When the district moves to the next instructional phase (e.g., hybrid, face-to-face), an updated calendar will be published.

# APPENDIX B

Highland Community School's  
2020/2021 School Calendar

# 2020-2021 HIGHLAND COMMUNITY SCHOOL CALENDAR

## July

**3 Office Closed** 4<sup>th</sup> of July observance  
**24 – 31** Online Registration Open

JULY '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	

AUGUST '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					

## August

**3-7** Online Registration Open  
**7** Online Registration Due  
**24 – 31** Teacher Prep/PD Days

## September

**2** First Day of School (Virtual)  
**7** No School Labor Day  
**28** No School Records Day

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			

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

## October

**22 & 23** No School Conference Days  
**26** No School Professional Development

## November

**25** No School Professional Development  
**26 & 27** 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					

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		

## December

**21** No School Professional Development  
**22-31** No School Winter Break

## January

**1** No School Winter Break  
**18** No School MLK Day  
**19** No School Records Day

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

FEBRUARY '21						
S	M	T	W	Th	F	S
31	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						

## February

**15** No School President's Day  
**16** No School Records Day

## March

**18 & 19** No School Conference Days

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			

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	

## April

**5 – 9** No School Spring Break

## May

**14** No School Records Day  
**31** No School Memorial Day

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					

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			

## June

**11** Last Day of School

RED – NO SCHOOL | BLUE – School Event | GREEN - Community Event



# APPENDIX C

## Highland Community School's Employee COVID-19 Guide



# Highland Community School

## HCS Employee COVID-19 Guide

(Appendix A to Employee Handbook)

*Adopted by the HCS Board of Directors on August 20, 2020*

*Updated on December 7, 2020*

### A) Introduction

#### **INTRODUCTION/DISCLAIMER:**

This Guide is an addendum to the HCS Employee Handbook related specifically to policies and procedures put into place due to the Coronavirus Outbreak. All policies are in effect throughout the 2020-2021 school year unless otherwise stated or amended by the HCS Board of Directors.

These policies are in addition to the policies found in the HCS Employee Handbook. The policies found in this document are not meant to be contradictory to those in the HCS Employee Handbook. However, if contradictions occur, defer to this COVID-19 guide for the most accurate policies. If further questions arise, please contact the Executive Director for clarification.

#### **INTENT:**

It is the intent of HCS Administration to enact new policies and procedures for the health and safety of students, staff and families. These policies were compiled using local, state and federal guidance from health and safety officials meets or exceeds all regulations at the time of publication. As the COVID-19 pandemic continues, situations may change, and new guidance may become available. These policies may be reviewed and revised at any time. Updates to this guide will be published to all staff via HCS communication channels (email and Basecamp).

#### **AUDIENCE:**

This guide is designed for staff use. Staff should read through this document carefully to ensure understanding of all policies and procedures. It is the responsibility of the staff member to be familiar with practices put in place by the school.

A similar document will be prepared and shared with HCS students and families with information specific to their interaction with the school and its facilities. This guide will also be shared with staff and staff should make themselves familiar with the contents of this document.

Any questions on the contents of this document should be directed to the Executive Director.

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## B) 2020-2021 SCHOOL YEAR CHANGES

### **1. Start Dates**

School is scheduled to start on Wednesday, September 2, 2020. All employees will return to work on Monday, August 24<sup>th</sup> for staff training. All training will take place virtually. A full training schedule with details will be provided to all staff before August 24<sup>th</sup>.

### **2. School Format**

The HCS Board voted on July 20, 2020 to begin the 2020-2021 school year virtually. The reopening of the school for hybrid or in-person learning will be an ongoing agenda topic at the Board of Directors meeting every second Monday of the month. The Board will rely on the guidance, expertise, and criteria provided by Milwaukee Public Schools, the Milwaukee Department of Public Health, and other local government agencies.

### **3. Concerns regarding School Format**

If at any time, you have concerns about your expectation to return to work or perform remote work due to the new school format, you may have a right to request an accommodation. If you meet the general requirements associated with requesting medical leave based on a doctor's recommendation, or a work accommodation based on the Americans with Disabilities Act (ADA), contact Amanda Taddey ([ataddey@hcsmkc.org](mailto:ataddey@hcsmkc.org)) with a leave or accommodation request.

### **4. School Contacts**

Should you need to reach someone with any questions or concerns, please refer to the following contact list.

All staff can be reached by calling the **HCS Main Office phone number: (414) 342-1412** and dialing the corresponding extensions at any time. A full extension list is located at the end of this document.

Tracy Williams, Executive Director Ext. 106

Alexis Kramschuster, School Social Worker Ext. 103

Amanda Taddey, Director of Finance/HR Ext. 109

Mitch Taddey, Director of Facilities & Maintenance Ext. 132

Jean Dellemann, Montessori Coach Ext. 203

## C) VIRTUAL LEARNING MODEL

### 1. VIRTUAL LEARNING POLICIES

#### a. **Remote Work Policy**

Rules and other company policies: While working remotely, employees must adhere to all the conditions in the Employee Handbook and this guide. All company policies around conduct, confidentiality, sick leave, etc., continue to apply, regardless of location. Disciplinary actions will follow policy transgressions of any kind.

Virtual Work expectations: Employees must follow the work schedules provided to them, be sure to meet deadlines, uphold high-quality standards, and adhere to productivity measures as outlined by their supervisor. And while some flexibility is allowed, the employee must agree to work set hours as much as possible, five days a week. Tools will be made available to employees for managing time and tasks, communicating with co-workers, logging and tracking projects, and accessing resources.

Communication: Employees are to be online and accessible during their scheduled work hours, Monday to Friday, unless time off is taken (see below). Any correspondence from a co-worker or community member must be answered as quickly as possible, no more than 1 business day. If you need assistance accessing your HCS email, please contact the Director of Facilities and Maintenance or ToSolution.

Tools have been provided for communicating with team members and collaborating on projects. Employees are expected to participate in all scheduled meetings that pertain to their role (level, family, all staff, etc.). A meeting schedule will be provided to all staff.

Time Off: Staff needing time off during the virtual learning model should email time off requests to Tracy Williams. Instructional staff must also notify Jean Dellemann, Montessori Coach, for the purposes of planning for coverage and instruction during scheduled or unscheduled time off.

Overtime: Non-exempt employees may work overtime only with prior administration authorization. Staff should request any necessary overtime in writing from the Executive Director. Overtime without advance approval is not permitted. (For purposes of calculating overtime, the workweek begins at 12:00am on Saturday and ends at 11:59pm the following Friday.

Professionalism/Etiquette: Montessori pedagogy dictates that all adults share a responsibility for role modeling professional conduct and proper behavior at all times. Virtual work is no exception. All staff are expected to perform at a high-quality level so that our students, parents, citizens, businesses,

coworkers and beyond receive high quality services from each employee. Please keep this at the forefront of your virtual work, as you would in the building. Additionally, staff are expected to dress appropriate for a school environment when interacting over video conference.

Technology: If you are provided with an HCS-issued device, you will be required to sign an Asset Use Form detailing the employee's and employer's rights and responsibilities regarding the device's use. It is the employee's responsibility to inform the Director of Facilities and Maintenance within 48 hours if there is any damage or malfunction with the device.

Insurance and liability: Employees working remotely will still receive full company benefits, including health insurance and worker's compensation. Employees are advised to choose a safe and secure location to work from, and to maintain high levels of safety. The company is liable for injuries suffered in the pre-defined workspace during work hours only. Only equipment owned by the company and on loan to the employee is covered by the company's chosen insurer. All other equipment is to be covered by the employee's personal insurance provider.

Security: As per the Employee Handbook, securing data and company information should be of utmost concern. All company and family information should be kept confidential and stored on company provided storage solutions (HCS devices and/or Office 365 personal cloud storage).

Compensation: No changes will be made to an employee's salary if said employee works from home, full time. Employees working remotely remain eligible for promotion and skills development programs. Employee reimbursements should follow the HCS process for reimbursements which includes pre-approval for purchased items prior to submitting a reimbursement request.

#### **b. No Student Attendance Days**

All Employee Handbook policies regarding records days apply in the virtual learning model. Staff are expected to maintain all student record systems on a timely basis. During the virtual learning model, parent/teacher conferences will also take place virtually via phone or teleconferencing tools.

## **2. SCHOOL DAY OPERATIONS**

#### **a. Attendance**

Attendance will be taken daily using Transparent Classroom. Student attendance is based on several things including virtual attendance, participation, work completion and teacher/student communications. Training will be provided on this feature before school begins.

Students need to complete learning activities for each class by the date identified by the teacher. In the case of illness or other excused absence, the school office will need to be notified.

Classroom teachers will reach out to parents if there is no student activity for more than one day without an excuse. If the situation is not resolved, teachers will then share this information to Tracy Williams (Executive Director) or Alexis Kramschuster (School Social Worker) and they will monitor students who have been reported by the teacher as being inactive.

## **b. School Meetings**

Staff meetings will be held virtually. Staff have been provided access to RingCentral's video conferencing tools to hold staff meetings virtually. Lead teachers have been given access to Zoom for the utilization of breakout rooms. You are welcome to use another platform if you choose, however HCS will not reimburse for other platforms since we have invested in RingCentral/Zoom schoolwide.

To set up your account: Account activation emails will be sent at the beginning of the year. If you didn't receive an invitation or need a new invitation, please contact Mitch Taddey, Director of Facilities and Maintenance.

Troubleshooting/Support: For assistance using the RingCentral platform, please reference their user guide found here: [https://support.ringcentral.com/s/article/RingCentral-Video-Get-Started?language=en\\_US](https://support.ringcentral.com/s/article/RingCentral-Video-Get-Started?language=en_US). You can access the Zoom help center here: <https://support.zoom.us/hc/en-us>. If you need additional support, please contact Mitch.

## **3. FACILITY POLICIES**

### **a. Building Access**

Employees working remotely will have access to the physical school building by request. Requests to be on site must be approved in advance with the Director of Facilities and Maintenance. During times in which the school building is closed to students, any staff entering the building will be responsible for cleaning after themselves while in the building. This includes disposing of any trash in the outside dumpsters, sanitizing any shared materials used (copier, etc.) and maintaining cleanliness of their workspace. Highland will provide cleaning supplies for use in these areas.

### **b. Use of Personal Protective Equipment (PPE)**

When in the building, staff must comply with all health and safety standards established in this guide or announced on a later date by HCS administration. All staff must wear a face covering when in the building. Face coverings are required in all common areas and in any private workspaces (offices, classrooms, etc.) unless you are in your own workspace, working alone. Extra disposable face coverings can be found on the dock for staff use.

### **c. Cleaning Protocols**

While the building is closed, we do not have scheduled cleaning staff on site. Staff will be responsible for cleaning their work areas, including removing any trash from their workspaces daily. Any shared equipment used should be sanitized after use (i.e. copiers, supplies, etc.). Cleaning supplies can be found on each floor in the west hall near the utility closets. Staff should return all cleaning supplies to the west hall daily. Periodically, cleaning staff will be contracted to perform cleaning of floors and clear surfaces.

#### **d. Facility Use Requests**

While the building is closed for virtual learning, the facility will be unavailable for any community or private events. Any access to the building should be approved in advance for staff only to perform work on premises.

#### **e. Visitors in the Building**

At this time, no visitors are allowed in the building. Only current staff members will have access to the building on an approval basis from the Director of Facilities and Maintenance. From time to time, contractors may require access to the building to perform routine maintenance or repairs. This will be scheduled directly with the Director of Facilities and Maintenance and coordinated around approved staff schedules whenever possible.

### **D) HYBRID LEARNING MODEL**

#### **1. HEALTH AND SAFETY POLICIES - STAFF**

##### **a. Use of Personal Protective Equipment (PPE)**

Surgical Masks: Surgical masks or medical grade masks, such as N-95 masks, are not required for use in schools at this time. Masks of this quality will not be required for staff. Staff may choose to wear these masks if they feel comfortable doing so. Surgical quality masks will not be provided.

Face coverings: Face coverings, typically made of fabric, are required to be worn by all staff when at work in the building. Two (2) reusable cloth face coverings will be provided to all staff by HCS. Staff may wear their own approved face covering at work, if they prefer.

Washing: It is the recommendation that all cloth face coverings are washed daily, or more often, if soiled. Please ensure you wear a clean face covering each day.

Backup: If you forget to bring your face covering to school, or it is soiled during the day and you are left without a backup, HCS will have a supply of disposable face coverings available. Extra face coverings can be found on the dock.

When to wear it: **Face coverings are required in the following situations:**

- In all hallways and stairwells, including entering and exiting the building
- In all common/shared spaces – copier rooms, main office, etc.\*
- In any spaces where you may encounter students
- In your workspace, *unless you are the only person in the room*
- In anyone else's workspace (even if you are the only person)
- Outdoors – on or off school grounds when with students

\*Face coverings are not required in the staff break room (Community Café) while eating and drinking, but staff must practice social distancing and spread apart 6 feet from others. Masks should be worn in the break room at all other times. Staff are discouraged from congregating in the break room. No students will be allowed in this space during staff breaks.

Face shields: HCS employees may choose to use a face shield at times when a face covering makes instruction difficult. Face shields can be requested (1 per employee in place of a face covering) by contacting Mitch Taddey. Face shields are not proven to be as effective as face coverings in preventing the transmission of the virus. Face shields should only be used where it is not possible to use a face mask (i.e. speech instruction). Face shields should not be used in close contact when possible.

Gloves: In general gloves are not required to be used by staff during the workday, with the following exceptions. Gloves are required:

- When handling any food product, including anyone working in the kitchen
- When caring for an ill or injured student, especially when bodily fluids may be present (blood, vomit, etc.)
- When assisting with toileting/diapering

Accommodations: If you have a medical condition or disability that prevents you from following one or more work guidelines (including wearing a mask), please refer to the steps above (B-3) to request a work accommodation based on the ADA.

#### **b. Other Health & Safety Precautions**

While you are onsite, all staff are expected to adhere to the following health and safety practices:

- A) Wash your hands with soap and water or used alcohol-based hand sanitizer frequently
- B) Practice sneeze and cough etiquette (cover your sneeze/cough)
- C) Avoid shaking hands, touching others, or utilizing others' work equipment
- D) Use your own designated workspace and/or ensure the workspace is disinfected before and after use
- E) Disinfect common areas after you use them (copier, laminator, shared spaces)
- F) Maintain social distancing guidelines (at least 6 feet distance from others as much as possible)
- G) Wear a face covering as indicated above
- H) Contact your supervisor or HR immediately if you develop acute respiratory symptoms, a fever, or other commonly known COVID-19 symptoms (refer to section D.1.d below)
- I) Stay home from work if you are sick (and report your symptoms). Refer to guidance in this document on when you can return to work.

#### **c. Temperature Screening & Symptom Checks**

We are asking all staff to self-screen daily for COVID-19 symptoms using this online screening tool: <https://covid19symptomchecker.spectrumhealth.org/welcome>. Upon completion of the online questionnaire, you will receive an all-clear notice or a possible-symptom notice. Staff should plan to present their all-clear notice to office staff upon arrival at the school building. If you are experiencing any symptoms, including a fever, please stay home from work. Follow the HCS call-in procedure by notifying your direct colleagues and by calling the main office (414-342-1412) to report any symptoms you are having.

Alternative screening tool: <https://www.sparrow.org/OccHealthScreening>



If you are feeling well but have someone in your household who has tested positive for Covid, do not return to work. Report this to the main office and follow CDC recommended guidelines.

#### **d. COVID-19 Symptoms & Diagnosis**

COVID-19 SYMPTOMS: <https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms-24x36-en.pdf>

If you are experiencing symptoms: Upon any symptoms, or a confirmed diagnosis, you should not return to work. See section D.1.e below for further instruction. Any symptoms or a diagnosis should be reported to the main office (414-342-1412). You may qualify to receive paid leave through the FFCRA (see below).

COVID-19 Testing: For information on WI testing sites, please visit the Department of Health Services website, <https://www.dhs.wisconsin.gov/covid-19/community-testing.htm>. At this time, all COVID-19 tests are offered for free, regardless of if you have insurance coverage.

If you become sick at work: Inform your supervisor right away if you are experiencing any symptoms. We will arrange coverage for you to be able to go home. Keep us updated – if you can, get tested for COVID-19 and inform us if the test is positive or negative. If we determine a classroom closure needs to take place, we will inform families of a possible exposure and take measures to convert to online learning until it is safe to return.

See CDC Guidance “What to do if You Get Sick”: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

Possible COVID-19 Exposure: If you have been exposed to COVID-19, do not return to work. Inform the main office as soon as possible so we can take the proper health and safety precautions. According to current guidelines, you should do the following:

- Quarantine for 14 days\* away from other people and avoid leaving your house for any reason
- Self-monitor symptoms and seek medical advice if symptoms occur
- Follow any guidelines as instructed by the Milwaukee Department of Health

See CDC Guidance “What to do If Someone in the Home is Sick”:  
<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/checklist-household-ready.html>

*\*Updated guidance issued on December 2, 2020 recommends a quarantine period of 14 days but will allow for a shorter period with certain conditions (see below section “Return to Work”).*

#### **e. Return to work:**

Employees must follow the guidelines below when returning to work after an exposure, confirmed diagnosis or self-quarantine. Return to work should be coordinated directly with the Executive Director after requirements below have been met.

COVID-19 Symptoms	Requirements to return to work
Positive COVID-19 Case (with symptoms) <b>OR</b>  Unconfirmed Case (with symptoms)	<ul style="list-style-type: none"> <li>• A negative COVID-19 test; <b>OR</b></li> <li>• At least 3 days (72 hours) fever free without fever-reducing medication, improvement in respiratory symptoms (cough, shortness of breath) <b>and</b> at least 10 days have passed since symptoms first appeared</li> </ul>
Positive COVID-19 Case (without symptoms)	<ul style="list-style-type: none"> <li>• A negative COVID-19 test; <b>OR</b></li> <li>• At least 10 days have passed since the date of the positive test and no subsequent symptoms have developed</li> </ul>
Self-Quarantine due to potential exposure	<ul style="list-style-type: none"> <li>• Be symptom-free for 14 days* after a potential exposure.</li> </ul> <p>Employees should quarantine for 14 days* away from other people and self-monitor symptoms. Seek medical advice and follow return to work protocols above if symptoms occur.</p> <p><i>*Updated guidance issued on December 2, 2020 recommends a quarantine period of 14 days, however, based on local circumstances and resources, the following options to shorten quarantine are acceptable alternatives:</i></p> <ul style="list-style-type: none"> <li>• <i>Quarantine can end after Day 10 without testing <b>and</b> if no symptoms have been reported during daily monitoring.</i></li> <li>• <i>When diagnostic testing resources are sufficient and available, then quarantine can end after Day 7 <b>if</b> a diagnostic specimen tests negative <b>and</b> if no symptoms were reported during daily monitoring.</i> <ul style="list-style-type: none"> <li>○ <i>The specimen may be collected and tested within 48 hours before the time of planned quarantine discontinuation (e.g., in anticipation of testing delays), but quarantine cannot be discontinued earlier than after Day 7.</i></li> </ul> </li> </ul> <p><i>Daily symptom monitoring should continue through day 14 and should immediately self-isolate should any symptoms develop.</i></p>

#### **f. Notifications & Confidentiality**

In the event of a confirmed positive case or possible exposure, HCS will inform any staff or family that may have been exposed to COVID-19. All personal details of either staff or families, including names, will be kept confidential.

Any staff who may be aware of details regarding staff or family cases should report this information to Tracy Williams, Executive Director immediately. HCS staff should not disclose or share any confidential information to any other staff, students, community members, or the media at any time.

#### **g. Time Off/Leave Related to COVID-19:**

Employees have the following options for leave related to COVID-19.

Families First Coronavirus Response Act (FFCRA): The FFCRA provides paid and unpaid leave protections to employees affected by COVID-19. There are two parts to this act – information on both can be found below and on this [informational poster](#). To apply for either parts of this leave, please contact Amanda Taddey.

Emergency Paid Sick Leave Act (EPSL): Highland employees qualify for paid leave under the EPSL according to current guidelines. Employees may receive up to two-weeks paid sick leave for specific reasons related to COVID-19. Leave is available to full-time and part-time employees, regardless of length of employment. These provisions apply from April 1, 2020 through December 31, 2020. See specific details in the chart on the following page.

Emergency Family and Medical Leave Expansion Act (EFMLEA): Highland employees also may qualify for partially paid leave under the EFMLEA. Employees who have been employed at least 30 days may receive partial paid leave for up to 10 additional weeks to care for his or her child whose school or place of care is closed (or childcare provider is unavailable) due to COVID-19 related reasons. Time allowed under the EFMLEA may be reduced if an employee has used all or a portion of time allowed under the standard Family and Medical Leave Act (FMLA) for the covered period.

Families First Coronavirus Response Act (FFCRA)		
Reason	Coverage	Duration
(1) Employee is subject to a Federal, State, or local quarantine or isolation order related to COVID-19	Paid leave: 100% of wages up to \$511/day and \$5,110 total	Up to two weeks (80 hours or part-time employee's two-week equivalent)
(2) Employee has been advised by a health care provider to self-quarantine related to COVID-19		
(3) Employee is experiencing COVID-19 symptoms and is seeking a medical diagnosis		
(4) Employee is caring for an individual subject to an order described in (1) or self-quarantine as described in (2)	Paid leave: 2/3 of wages up to \$200/day and \$2,000 total	Up to two weeks (80 hours or part-time employee's two-week equivalent)
(5) Employee is caring for his or her child whose school or place of care is closed (or childcare provider is unavailable) due to COVID-19 related reasons	<b>All:</b> 2/3 of wages up to \$200/day and \$2,000 total <b>Employed 30+ days:</b> 2/3 of wages up to \$200/day and \$10,000 total	<b>All:</b> Up to two weeks <b>Employed 30+ days:</b> Up to 10 additional weeks
(6) Employee is experiencing any other substantially similar condition specified by the U.S. Department of Health and Human Services.	Paid leave: 2/3 of wages up to \$200/day and \$2,000 total	Up to two weeks (80 hours or part-time employee's two-week equivalent)

Family Medical Leave Act (FMLA): Staff employed for at least 12 months may be eligible for up to 12 weeks of unpaid leave. You may qualify for unpaid leave under the FMLA for your own serious illness or to care for a family member's serious illness. COVID-19 may qualify if complications arise that create a "serious health condition" as defined by the FMLA. Employees may use a total of 12 weeks between the FMLA and EFMLEA.

PTO: Employees may use any PTO time available to cover any absences. PTO time will not be deducted for any time covered under the EPSL, however PTO time is required to run concurrently with any approved FMLA or unpaid EFMLEA time. Employees have the option to use PTO time to subsidize any partial paid leave in order up to 100% of their standard pay.

Sick Time: 5 additional days for sick leave.

FMLA Banked Sick Time: Staff may use any banked FMLA Sick time in concurrence with FMLA leave. If you are unsure if you have any banked time, please contact Amanda Taddey.

Quarantined Staff: Staff members quarantined at home, but able to work can make arrangements to fulfill their role virtually with the Executive Director when possible. Approved virtual work will not require the use of PTO or other paid leave.

## 2. HEALTH AND SAFETY POLICIES - STUDENTS

### a. Use of Personal Protective Equipment (PPE)

Face coverings: Currently, face coverings are required for all children ages 3 and up per the statewide mandate and City Health Department requirements for reopening. HCS will provide two (2) reusable masks per student. HCS will have a supply of disposable masks available for students who come to school without a mask. If HCS staff are having difficulties with enforcing mask requirements, they will reach out to the parent to discuss their concerns. Based on CDC recommendations, masks will not be allowed for toddler students.

### b. Student Support while in the school

Student support protocol will operate as written in the Employee Handbook. Please continue to use radio or phone communication when support is needed. Staff will wear PPE equipment for all support requests, as is consistent with the PPE policy.

Digital Report forms will be utilized when possible.

### c. Sick Student Protocol

Students exhibiting any symptoms should be sent to the office where parents will be called to pick up their child immediately. A designated space will be made available for sick students to wait to be picked up by a guardian.

Students sent home for symptoms, or if they have had a confirmed case, or possible exposure to someone with COVID-19 should follow the guidelines below for returning to school. A return to school date should be coordinated directly with the main office after the below requirements have been met.

COVID-19 Symptoms	Requirements to return to school/work
Positive COVID-19 Case (with symptoms) <b>OR</b> Unconfirmed Case (with symptoms)	<ul style="list-style-type: none"> <li>· A negative COVID-19 test; <b>OR</b></li> <li>· At least 3 days (72 hours) fever free without fever-reducing medication, improvement in respiratory symptoms (cough, shortness of breath) <b>and</b> at least 10 days have passed since symptoms first appeared</li> </ul>
Positive COVID-19 Case (without symptoms)	<ul style="list-style-type: none"> <li>· A negative COVID-19 test; <b>OR</b></li> <li>· At least 10 days have passed since the date of the positive test <b>and</b> no subsequent symptoms have developed</li> </ul>
Self-Quarantine due to potential exposure	<ul style="list-style-type: none"> <li>· Be symptom-free for 14 days after a potential exposure.</li> </ul> <p>*Employees should quarantine for 14 days away from other people and self-monitor symptoms. Seek medical advice and follow return to work protocols above if symptoms occur.</p>

### 3. HEALTH AND SAFETY POLICIES - PARENTS & VISITORS

#### a. Parents in the Building

Currently, our policy is to reduce the number of parents and visitors in our school building. Only parents of toddler students will be allowed in the building to drop off or pick up their child. This will take place at the classroom doors on Highland Avenue. We are asking that only one parent enter with their student and that it be consistent each day, when possible. Parents may also enter the building if they need to pick up a child who is ill. All other parents will not be allowed in the building at this time.

When parents do come into the building, they will be required to wear a mask and will have their temperature taken before entrance is granted to the building.

Staff are encouraged to use phone and email communication with parents or to schedule virtual meetings. We recognize the challenge that this change will bring to our parent-involved school and will continue to monitor this and come up with creative ways to keep our community thriving from a distance. Once it is safe to do so, we will open our doors again to all parents.

#### b. Visitors/Contractors in the Building

At this time, visitors will not be allowed in the building. All meetings with third parties should take place virtually via phone, email or teleconferencing tools.

At times, contractors may need to enter the building to perform repairs or routine maintenance. When possible, contractor visits will be scheduled on days or times with no student attendance. If this is unavoidable, contractors will be required to wear a mask and have their temperature taken before they are granted access to the building. As much notice is possible will be given if a contractor needs to access any office or classroom space.

### **c. Parent/Teacher Conferences**

At this time, Parent/Teacher conferences will take place virtually via phone or teleconferencing tools. Staff not able to reach their families should contact Tracy Williams, Executive Director or Alexis Kramschuster, School Social Worker for support.

## **4. SCHOOL DAY OPERATIONS**

### **a. Staff Meetings**

Staff meetings will continue to be held virtually in the hybrid model until further notice. Please refer to the virtual staff meeting section (C.2.b) for more details.

### **b. Student Drop Off/Pick Up**

Morning Drop Off: Parents will not be permitted inside the building during drop-off and pick-up times. Times will be staggered by grade level to limit traffic and all four entrances/exits will be utilized during these times. Classroom days will be extended slightly in the morning and afternoon to allow for staggered arrival/dismissal while also limiting the impact on families with siblings across grades. Siblings may arrive together, families are directed to drop off at the entrance of their oldest child.

#### Door assignments:

**SE:** Jungle 2S (Von, Jenna, Martha)

**NW:** Rainforest 2N (Darla, Yifan, Wendy) & Donna

**SW:** Taiga 3S (Carrie, Zac, Justin)

**NE:** AP & Temperate Deciduous Forest 3N (Mary Claire, Alicia, Megan)

**Highland Ave:** Toddlers (use classroom doors)

#### Staggered arrival times:

7:50 AM – Adolescent Classroom

8:00 AM – Upper Elementary

8:10 AM – Lower Elementary

8:20 AM – Children's House

Children's House assistants will be stationed at their assigned entrance during their arrival time to collect their students. Students will go up their designated stairwell to class as a group with their classroom adult. Elementary & AP students can go directly to class upon arrival. Classroom assistants at these levels will support drop off by monitoring halls and stairwells.

Temperature Screening: Families have been provided with thermometers for home use. These thermometers connect to a secure app the parent can download to complete screening information before they arrive at school. Families who pre-screen can present results to an HCS staff member while remaining in their car at drop off. Families who did not complete the pre-screening will be screened by HCS staff from their vehicle at drop off. Any student exhibiting a fever over 100 degrees or other symptoms will not be permitted to attend school.

Afternoon Pick Up: Afternoon pickup will take place outdoors at each family entrance (as noted above). Families will be directed to pick up at the exit of their oldest child. School end times will be staggered to allow for distance between the classroom groups. Older siblings can pick up younger siblings from the classroom and then proceed to the oldest child's exit. Students registered for after school care will remain in the classroom with a classroom adult. The other adult (teacher or assistant) will accompany students outdoors and will dismiss them to parents. Additional support staff, as available, will be present at exits to help facilitate. Toddler families will dismiss from their classroom doors on Highland Avenue.

Staggered dismissal times:

11:30 AM – K3 Students

3:15 PM – Upper Elementary

3:25 PM – Lower Elementary

3:35 PM – Adolescent Classroom

3:45 PM – Children's House

**c. Other Transitions**

Bathrooms: Bathrooms will be capped at a maximum capacity of 4 students per bathroom. Classrooms will send only 2 students (1 boy/1 girl) to the bathroom at the same time. Signage will be posted to inform students and staff of capacity limits. A hallway monitor will be present during the day to monitor usage of the bathroom as needed, especially for younger students. K3-K5 students must be monitored during all bathroom visits. In the case of emergency, hallway monitors will assist with social distancing.

Hallways: Floors will be labeled with walking routes to direct traffic in a way to minimize cross traffic where possible. All drinking fountains will be deactivated, instead students will use water bottles in class, filled using sinks in each classroom. The school will help supply water bottles to families who may not have them. Signage will be posted in all hallways and common spaces with proper protocols and best practices for handwashing, etc.

Lunch: Lunch will continue to take place in the classrooms. Kitchen carts will be prepared for classrooms with pre-packaged meals. Classroom adults will collect these carts from the Kitchen at their designated times. Children should not come down to the kitchen to collect carts.

**d. Recess & Outdoor Use**

A schedule has been made to designate specific recess time for each classroom cohort. Classrooms will utilize 4 stairwells and the 2 north exits when moving outdoors. Cohorts will be in separate areas of the playground and rotate daily so they all have access to the different areas. Time will be built in for recess monitors to clean playground structures/equipment at the end of each recess time. This will be attained by having classroom teachers pickup students from their classroom's playground entrance/exit at the end of recess. We will not hold any competitive Sports activities at the school during the virtual or hybrid models. Highland does not provide transportation.

#### **e. Classroom & Building Spaces**

In order to limit exposure between student groups, classroom spaces will be used for after school care until at least 4pm each day. The 3<sup>rd</sup> floor adolescent classroom area and the community café will be reserved for staff who wish to remain at Highland to work after school in a quiet space. **Employees who choose to do this should inform Tracy Williams** and will be expected to follow all safety rules while working in these spaces – maintaining 6 ft. from other staff, wearing masks and wiping down any surfaces used once finished. If there are more staff than space available, we will work to find other alternative spaces (which is why it is important that you let us know if you plan to work in this space).

In addition, other community spaces (the library, the gym, etc.) and Studio H are being used for different small group functions or office spaces throughout the week. If you have any questions on what these spaces are being used for or to request access to a community space, please email Mitch. For cleaning purposes and scheduling, written requests for use of community spaces must be received 48 hours in advance. Criteria to include: date, time, room & proposed use of space. Approval will be sent by Mitch via email.

#### **f. Facility access on no-student attendance days**

Wednesdays each week are built into our schedule to allow for teacher preparation, professional development and cleaning between cohorts. We want teachers and staff to be able to have access to their spaces for planning purposes, etc. and we also need time to clean the spaces well.

Another deep cleaning session will take place Friday evenings before the next cohort arrives Monday. Classroom cleaning will begin directly following the end of after school in classrooms. Please plan for classrooms to be closed for cleaning Friday evenings.

We are working to develop a cleaning schedule to allow for both purposes. This will be distributed to staff prior to beginning the hybrid learning model. Will ask that you plan to be out of your workspace during the time your classroom is being cleaned. \*Note: Deep cleaning will take the place of regular cleaning for the day, so if you are in your space after it has been cleaned, please empty your trash can to one of the hallway trash bins which will be collected at the end of the night.

#### **g. Staff Childcare Options for Virtual Days**

We know that many of our staff rely on HCS childcare for their kids when they are at work. We have developed a plan that allows HCS staff children to remain onsite for virtual learning and to be supervised by dedicated HCS staff. Children will be able to follow the virtual learning assignments from their individual teachers while remaining on site in the care of staff. This is a free and optional program offered only to HCS staff. For more information on this program and to enroll your child, contact Kathy Holschbach.

Non-HCS Students: At this time, to reduce exposure for the health and safety of all families, the virtual learning program for staff children at Highland is only offered to current Highland students.



## 5. FACILITY POLICIES

### a. School Events

During the time that parents and visitors are not allowed in the building, all school events that take place on school grounds will be cancelled or postponed. Once we are able to reopen the school full-time and deem it safe for parents to enter the building, we will revisit the safety of school events. In the meantime, we will do our best to come up with creative ways to engage our school community during this time.

### b. Animals in School

We strongly encourage keeping animals in their summer homes during the hybrid learning model. As a school closure could happen at any time, coordination and access for pet feeding and cleaning may not be possible during an unexpected school closure. If animals are kept in the school building during this time, it is the responsibility of the staff member to make arrangements for the animal's care during a closure.

## E) IN THE EVENT OF A CLOSURE

### 1. Emergency Closure Plan

In short, our plan would be to transition to virtual learning school wide. The long answer is that we are working on multiple scenarios for when and how long school would close based on community spread, recommendations from authorities and confirmed cases within the school. We are working to have a plan in place that enables us to move to virtual learning as smoothly and quickly as possible. This plan includes logistics of a well-designed virtual learning program, communication to families and staff as well as building logistics and staffing questions/concerns.

1. If a student/staff is confirmed to have been exposed to Covid/confirmed case but has not been in the building since known exposure.
  - No closure required – self-isolation of the exposed individual and family members
2. If a student/staff is confirmed to have had exposure to Covid/confirmed case and has only been in contact with students in their own classroom.
  - Staff and students who have recently had close contact with a person with COVID-19 should stay home and monitor their health. Close contact is currently defined by the CDC as being within 6 feet of a person with symptoms for 15 or more minutes.
3. Confirmed case within the school (student or staff) with unknown exposure. Potential exposure to multiple classrooms and students (recess, ASP, Siblings), unable to be measured/contained. Or multiple confirmed cases across classrooms.
  - Full School shutdown immediately

Who decides? City and other governmental agencies who have authority to close or reopen schools will be a main source in any decision-making process. Outside of any mandates, the HCS Board of Directors will be responsible for any reopening decisions and will defer to local and state health authorities on specific criteria related to reopening. School Leadership will keep the HCS Board of Directors up to date on relevant COVID-19 exposure/confirmed cases. Length of closure will be determined by requirements for return to school/work as listed above and is at the discretion of school leadership if the situation calls for an extended closure.

## **2. Continued Work Expectations**

Staff should resume virtual learning expectations during a school or classroom shutdown. Staff unable to work virtually due to illness should follow the time off protocol noted in section C.1.a above. All staff communication will continue to take place on the All Staff Basecamp. If you have any questions on your continued work expectations during a shutdown, please contact Tracy Williams.

## **3. Program Operations/Program Staff**

If there is a school shutdown, all programs will also close, including Toddlers. All program and support staff will have the list of students they are responsible for reaching out to for academic support in virtual learning. Any staff with questions on expectations during this time, should contact Kathy Holschbach or Tracy Williams.

## **4. Building Access**

In a full school closure, the building will be closed to all staff for cleaning and sanitizing. Notification will be given to staff on when the building will be open again and how to gain access to the building once it is open.

## **5. Reopening Information**

School leadership will update staff and families on reopening status as information becomes available. Each situation may vary and as such the length and conditions of a school closure will also vary.

## F) FAQs

### VIRTUAL SCENARIO

#### VIRTUAL LEARNING FAQs

**Q: When will I be required to report to work?** All employees will return to work virtually on Monday, August 24<sup>th</sup> for staff training. All training will be virtual. School will start on September 2<sup>nd</sup>.

**Q: Can I go into the building to access my materials?** Staff must request permission to enter the building during the virtual model from Mitch Taddey. This is so we can monitor the number of staff in the building at one time to properly distance. All staff must enter through the Dock only and clean up after themselves while in the building.

**Q: What if I am having technical difficulties with my HCS device?** Staff can contact ToSolution ([support@tosolution.com](mailto:support@tosolution.com) or via click-to-chat on their website: [www.tosolution.com](http://www.tosolution.com)) or they can call Mitch Taddey for help with their device.

**Q: Should families contact ToSolution if they need help with an HCS device?** ToSolution is not equipped to handle requests from families, only from HCS staff. They have helped to prepare a troubleshooting guide that will be distributed to staff and families. Families can also call the main HCS number (414-342-1412) to be connected to a Tech Support line during business hours.

**Q: Will student attendance be required this fall?** Yes, we will be required to take student attendance daily during virtual learning. Attendance is based on a several things like participation in group lessons, turning in work and connecting with an HCS staff member. Attendance should be entered daily in Transparent Classroom so we can report within 24 hours to MPS. Training will be provided on this feature before school begins.

### HYBRID SCENARIO

#### STAFF AT HIGHLAND

**Q: When will I be required to report to work?** All employees will return to work virtually on Monday, August 24<sup>th</sup> for staff training. Further details will be provided on return to work in person once a transition date to the hybrid model has been determined.

**Q: I am concerned about reporting to work in the hybrid model, what should I do?** If you meet the general requirements associated with requesting medical leave based on a doctor's recommendation, or a work accommodation based on the Americans with Disabilities Act (ADA), contact Amanda Taddey ([ataddey@hcsmkc.org](mailto:ataddey@hcsmkc.org)) with a leave or accommodation request.

**Q : Will I be required to wear a mask when I return to work?** All employees returning to work will be required to wear a face covering while at work. Reusable cloth face coverings will be provided to all staff. You are welcome to wear your own cloth face covering if you prefer.

If you have a medical condition or disability that prevents you from following one or more work guidelines (including wearing a mask), please refer to the steps to request a work accommodation based on the ADA.

**Q : When do I have to wear a face covering?** Face coverings are required in the following situations:

- In all hallways and stairwells, including entering and exiting the building
- In all common/shared spaces – copier rooms, main office, etc.\*
- In any spaces where you may encounter students
- In your workspace, *unless you are the only person in the room*
- In anyone else’s workspace (even if you are the only person)
- Outdoors – on or off school grounds when with students

\*Face coverings are not required in the staff break room (Community Café), but staff must practice social distancing and spread apart 6 feet from others. No students will be allowed in this space during staff breaks.

**Q : Do I really have to wear my mask all the time?** Yes. This virus is still very unknown, and parents are trusting us to keep them and their families safe. It may not be your personal preference to wear a mask, but in the school building it is required. As a school we are taking this seriously and strongly enforcing this policy.

Again, if you have a medical condition or disability that prevents you from following one or more work guidelines (including wearing a mask), please refer to the steps to request a work accommodation based on the ADA.

**Q : What if I get COVID-19? What should I do?** Upon any symptoms, or a confirmed diagnosis, you should stay home from work. Any symptoms or a diagnosis should be reported to Tracy Williams. You may qualify to receive paid leave through the FFCRA (see below).

**Q : If I have to stay home, will I still get paid?** Employees who are able to perform their role virtually, may coordinate this with Tracy Williams. Staff working from home are not required to use any paid leave to receive pay. Staff unable to perform work may qualify for a two-week paid leave through the EPSL. Other leave options are available as well as usage of PTO and Sick time. To apply for this leave, please contact Amanda Taddey.

**Q : I think I might have been exposed to COVID-19, what should I do?** If you have been exposed to COVID-19, do not return to work. Inform Tracy Williams as soon as possible so we can take the proper health and safety precautions. Refer to the guidance on page 7 on when you can return to work.

## CHILDREN AT HIGHLAND

**Q : Will students be required to wear a mask when they return to school?** Currently, face coverings are required for all children age 5 and up. Masks will be provided by families and HCS will have a supply of masks available for students who come to school without a mask.

**Q : I am a parent also, how will I care for my kids when they are not scheduled to be in school?** HCS staff children will have the option to remain onsite for virtual learning and to be supervised by dedicated HCS staff. This is a free and optional program offered only to HCS staff.

## VISITORS AT HIGHLAND

**Q : Will parents/visitors be allowed in the school building?** Only parents of toddler students will be allowed in the building to drop off or pick up their child, using the classroom doors on Highland Avenue. All other parents/visitors are not allowed in the building at this time, unless they are picking up an ill student. Contractors may need access to the building at certain times, this will be arranged with Mitch and will be on no-student attendance days whenever possible.

**Q : What precautions will be taken when parents/visitors are in the school building?** Parents and visitors granted access to the building will be required to wear a face covering and take their temperature before entering the school building. They will be directed to the main office only where physical barriers have been installed for separation.

## G) STAFF PHONE EXTENSION LIST

All staff can be reached by calling the main HCS phone number (414-342-1412) and dialing the corresponding extension at any time. These extensions can be provided to parents or vendors to reach you directly if you prefer.

<u>Staff Name</u>	<u>Extension</u>	<u>Staff Name</u>	<u>Extension</u>
Alberti, Anne Marie	326	Klug, Justin	320
Alvarez, Sarah	125	Kramschuster, Alexis	103
Arnold, Darlene	200	Kunde, Leigh	104
Baker, Jessica	314	Lewellyn Humpal, Michaela	104
Barker Jr., Von	228	Matthews, N'kia	320
Bravo, Ricky	220	Mayweather, Betty	131
Bullis, Raven	108	McClone-Carriere, Shelly	114
Carian, Julia	323	McGee, Solomon	113
Chansomphou, Jillian	217	Miller, Donna Jane	332
Cheeks, Mahogani	120	Moore, Hannah	120
De Windt, Brenda	101	Nichols, Jenny	334
De Windt, Brian	114	O'Neill, Amy	230
Dellemann-Engelbrecht, Jean	203	Perez-Quezada, Jaylen	332
Dennison, Koren	105	Quast, Bridget	118
Dixon, Latoya	128	Quezada, Jasmin	110
Driver-Johnson, Carrie	328	Quiiles, Leilani	117
Evans, Lindsay	200	Quinn, Tomoko	128
Feldmeier, Nicholas	105	Reed, Maya	124
Ford, Hart	216	Reyes, Martha	220
Foster Norman, Wendy	214	Rhodes, Porsche	113
Foster, Shanda	325	Rudnitzki, Flora	305
Galan-Skinner, Zac	325	Schuettpelz, Jenna	225
Geddes, Megan	314	Schuettpelz, Ryan	316
Gibes, Elizabeth	115	Short, Mary Claire	300
Graves, Eileen	116	Sommers, Michele	334
Green, Jessica	225	Stamps, Wonderful	303
Groth, Ashley	228	Steiner, Alicia	305
Haley, Michael	111	Steiner, Michael	212
Harris, Ebony	131	Taddey, Amanda	109
Hayes, Audrey	124	Taddey, Mitch	132
Henn, Kate	221	Taylor, Caitlin	328
Hirmer, Carly	117	Taylor, Ivorena	107
Hohl, Jamie	125	Truth, Essence	113
Holschbach, Kathy	110	Van Iersel, Stephanie	205
Hoskins, Teretha	300	Wagner, Jackie	221
Hughhis, Qwandis	102	Weber, Barry	232
Hurtte, Jordan	214	Williams, Tracy	106
Jacobs, Tricia	234	Zheng, Yifan	205
Johnstone, Michael	330		

## HCS EMPLOYEE COVID-19 GUIDE ACKNOWLEDGMENT

I, \_\_\_\_\_, have been provided Highland Community School's policies, requirements, and guidelines for face coverings, hygiene, cleaning, return-to-work protocols, and protective measures intended to mitigate the risk of exposure to COVID-19 while working for the school including, but not limited to, the following:

- Social distancing of at least 6 feet, as much as possible;
- Wearing required face coverings while inside the buildings and on campus;
- Utilizing proper etiquette for covering coughs and sneezes;
- Washing hands frequently with soap and water;
- Disinfecting and sanitizing high touch surfaces, shared tools, and equipment;
- Cleaning common areas, such as break rooms, restrooms, lobbies, and copiers;
- Maintaining safe social distance while interacting with students, visitors, and other non-employees;
- Following "Return-to-Work" requirements for any employee who has received a diagnosis or is experiencing symptoms of COVID-19, or who has had direct contact with anyone diagnosed with or experiencing symptoms of COVID-19.

Highland Community School has put in place numerous preventative measures at the guidance of the Wisconsin Department of Health Services (DHS) and the Center for Disease Control and Prevention (CDC) to help stop and reduce the spread of COVID-19, however Highland Community School cannot guarantee that you will not be exposed or become infected with COVID-19. HCS's end goal is to maintain a safe and healthy environment for all of its constituents.

**Therefore, I agree to abide by Highland Community School's policies, requirements, and guidelines at all times.** I recognize these measures are intended to protect me and others from the risk of exposure to COVID-19 while on campus and while working for the school as well as anyone I may come into contact with. If I have a health condition that prevents me from following any of the policies or procedures, I will address these with Human Resources in a timely manner. I understand that I am responsible for notifying the Executive Director in the event I experience symptoms or receive a positive diagnosis, have had direct contact with someone else experiencing symptoms/received a positive diagnosis, and agree to provide accurate and honest information.

If I have any questions or concerns regarding Highland Community School's protective measures or my ability to safely return to work, I will contact Human Resources and/or the Executive Director.

Employee's Printed Name: \_\_\_\_\_ Position: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

A digital acknowledgement form will be provided to all staff via their company email address. Signed forms should be completed within three business days. Any questions regarding this acknowledgment or the guide itself should be directed to Tracy Williams, Executive Director.