



**MILWAUKEE
PUBLIC SCHOOLS**



Virtual Learning Plan
Riverside University High
School
Jeff Lasky

School message

From the desk of (Jeff Lasky): Riverside University High School is a college preparatory school where we want to see your children succeed academically. We have been preparing for a virtual opening by ensuring we have updated technology items. We have also been working to create technology-based professional development for our staff, in addition to continuing work around our school improvement plan. Ensuring that our students continue to make gains in writing proficiency and other academic skills during these challenging times is essential. It is our goal as a staff to provide a high level of continuity regarding instructional practices within the virtual setting. As student and parent technology needs continue to evolve, please contact our main office (906-4900) or visit the district website (<https://mps.milwaukee.k12.wi.us/>). Additional information regarding Riverside University High School can be found on our school website (<http://www5.milwaukee.k12.wi.us/school/riverside/>).

During our scholars' time at RUHS, it is the objective of our community to support our students' academic and emotional growth. Parents, the staff at Riverside University will work hard to develop and maintain good communication practices throughout your child's time here. We encourage you to seek ways to get involved in your child's educational experience throughout the school year; especially as we start the year in a virtual learning environment. This school year you will notice that your children will receive a combination of synchronous (live with teacher) and asynchronous (independent) learning experiences. In addition, we will work to make many of the clubs that we offer during "face-to-face" instruction available to students in the virtual setting.

Vision for Virtual Learning

Students will grow academically and socially by engaging in a variety of individual and collaborative activities that will be assessed on an ongoing basis to drive lesson implementation and provide learning supports.

Students will meet with each teacher for live, interactive instruction twice per week in every class and will work independently or collaboratively on other teacher planned activities during other times. Interactive instruction will be teacher and student-driven and will rely on active participation at all scheduled times in order to have successful

academic results. On-going feedback on student learning will be communicated to students and parents.

Staff will collaborate to continually improve their practice by resource-sharing and utilizing digital platforms in ways that best engage students in academic and social growth.

Parents are partners in education and their support will be critical in virtual learning. In addition, other supports include school counselors, social workers, psychologists, special education supports teachers, paraprofessionals, parent coordinators, and administrators.

Virtual Learning Platforms

Resource	Audience	Description and access
Google Meet	School administrators, teachers, staff and families	Meeting platform Face to face time with teacher
Google Classroom	Students, families	Virtual classroom setting
Remind/Messenger	Students, families, staff	Communication tool
PearDeck	Teachers, students	Interactive assessment

Learning Expectations

School community will identify shared expectations for learning for the following stakeholder's groups:

Students:

- Be responsible for knowing your school schedule
- Obtain needed books, supplies, and technology
- Attend scheduled virtual classes (camera on, mic off unless otherwise approved by teacher)
- Use Google Classroom daily to engage in learning
- Must use name listed in IC for all interactions (on camera classes, submitting assignments, emails, etc.)
- Check student email account daily
- Complete and submit assignments on time
- Communicate with teachers when you have questions
- Attend virtual extra help sessions when you are struggling
- Adhere to MPS and RUHS behavioral expectations
- Follow all guidelines in the MPS Acceptable Use Policy

Teachers:

- Clearly communicate where, when, and how instruction will occur
- Post a lesson at the time on the given schedule
- Complete attendance as directed
- Establish norms for virtual classroom sessions
- Provide contact information for students and parents
- Grade assignments/assessments in a timely manner and enter them IC
- Communicate with other teachers in your PLC during common planning time
- Engage in two-way communication between special education teacher and regular education teachers to meet student needs
- Update families weekly concerning student academic and social progress
- Respond to parent communication in a timely manner (typically within 24 hours, or by the end of next work day)

Families:

- Establish a routine for students to engage in virtual learning
- Ensure that student has all needed books, supplies, and technology
- Commit to an active role in helping your student during the learning process
- Make sure students are attending scheduled classes.
- Alert RUHS if student is unable to attend classes or complete work due to illness.
- Create a physical space for your child to complete school work
- Stay up to date with school communications via the RUHS website, district website, and Google classrooms
- Communicate concerns - including technology obstacles - with RUHS staff



Schedule for Phase 1

Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:05am-9:05am	Hour 1	Hour 5	ACP (Hour 1)	Hour 1	Hour 5
9:15am-10:15am	Hour 2	Hour 6	Clubs Participation in student clubs	Hour 2	Hour 6
10:25am-11:25am	Hour 3	Hour 7	SMALL GROUP Work with strategically designed small group and/or receive targeted IEP support	Hour 3	Hour 7
11:35am-12:35pm	Hour 4	SMALL GROUP Work with strategically designed small group and/or receive targeted IEP support	Independent work time for all classes	Hour 4	SMALL GROUP Work with strategically designed small group and/or receive targeted IEP support
12:45pm-1:15pm	Lunch	Lunch		Lunch	Lunch
	Independent work time for all classes	Independent work time for all classes		Independent work time for all classes	Independent work time for all classes
3:00pm-3:30 pm	Check-ins and tutoring with any teacher				

Synchronous classes: Students will participate in live virtual instruction with their teachers and peers via a link posted in Google Classroom.

Asynchronous time: Students will independently complete materials posted in Google Classroom.

Teacher Schedule

7:30am-3:30pm	Monday	Tuesday	Wednesday	Thursday	Friday
7:30am-8:00am	Teacher prep	Admin Time 7:30-7:45 Teacher prep 7:45-8:00	Teacher prep	Teacher prep	Teacher prep
8:05am-9:05am	Hour 1	Hour 5	ACP (Hour 1)	Hour 1	Hour 5
9:15am-10:15am	Hour 2	Hour 6	Office hours or Student clubs	Hour 2	Hour 6
10:25am-11:25am	Hour 3	Hour 7	Small Group Instruction/I EP caseload	Hour 3	Hour 7
11:35am-12:35pm	Hour 4	Small Group/IEP caseload/SEL support	Lunch (11:30-12:15)	Hour 4	Small Group/IEP caseload/SEL support
12:45pm-1:15pm	Lunch	Lunch	Professional Development (12:20-1:15) This is in place of your Wednesday Duty	Lunch	Lunch
1:15pm-2:00pm	Family Contact	PLC/Family Contact	Family Contact	PLC/Family Contact:	Family Contact
2:00pm-3:00pm	Professional Planning				
3:00pm-3:30pm	Office hours				

Actions

Hours 1-7: Teachers will provide live (synchronous) instruction for 45 minutes. An additional 15 minutes of time will be open for questions, student work time, etc.

ACP: Staff will provide live (synchronous) instruction for their assigned ACP class (Hour 1)

Family contact: call/email guardians and update PLP

Professional planning: prep lessons, update gradebook

Office hours: live availability for student check-ins and tutoring

PLC (Work team members and meeting dates will be provided in a different schedule and will be on a A/B week rotation):

PBIS, Academic BIT, Behavioral BIT, Technology Team, Attendance, Re-imagining wellness team to address stress, mental health, physical health (food insecurity, DV, other forms of abuse) and other challenges associated with virtual learning, AP work team, ACP, New teacher

Learning Team: Meet 7th hour on Fridays

Student clubs

Professional development: school-wide PD for teachers in lieu of Wednesday duty time

Departments Common Planning Time (English, Math, Science, SS, and World Language):

Common planning time will be held twice a week virtually during the designated hour. The Mon/Tues meeting will focus on virtual learning supports and best practices while the Thur/Fri meeting will focus on building RUHS academic initiatives (writing, ACT impact words, mathematical discourse, etc...) outlined in the SIP.

*** Purple highlights identify time live with students**

*** Blue highlights identify time live with colleagues**

Day	Schedule	Actions
Monday	<p>Teacher time: 7:30-8:00</p> <p>Hour 1: 8:05-9:05</p> <p>Hour 2: 9:15-10:15</p> <p>Hour 3: 10:25-11:25</p> <p>Hour 4: 11:35-12:35</p> <p>Lunch: 12:45-1:30</p> <p>Family contact: 1:30-2:00</p> <p>Professional planning: 2:00-3:00</p> <p>Office hours: 3:00-3:30</p>	<p>Teacher time: prep lessons or technology</p> <p>Hours 1-4: Teachers will provide live (synchronous) instruction for 45 minutes. An additional 15 minutes of time will be open for questions, student work time, etc.</p> <p>Family contact: call/email guardians and update PLP</p> <p>Professional planning: prep lessons, update gradebook</p> <p>Office hours: live availability for students</p>
Tuesday	<p>Admin Time: 7:30-7:45</p> <p>Teacher time: 7:45-8:00</p> <p>Hour 5: 8:05-9:05</p> <p>Hour 6: 9:15-10:15</p> <p>Hour 7: 10:25-11:25</p> <p>Small Group instruction/IEP Caseload time/SEL support: 11:35-12:35</p> <p>Lunch: 12:45-1:30</p> <p>PLC/Family Contact: 1:30-2:00</p> <p>Professional planning: 2:00-3:00</p> <p>Office hours: 3:00-3:30</p>	<p>Admin time: Staff meeting</p> <p>Teacher time: prep lessons or technology</p> <p>Hours 5-7: Teachers will provide live (synchronous) instruction for 45 minutes. An additional 15 minutes of time will be open for questions, student work time, etc.</p> <p>Small Group instruction/IEP Caseload/SEL support time: Work with strategically designed small groups/give targeted IEP support/social-emotional support; data review</p> <p>PLC: PBIS, Academic BIT, Behavioral BIT, Learning Team, Technology Team, Attendance, Re-imagining wellness team to address stress, mental health, physical health (food insecurity, DV, other forms of abuse) and other challenges associated with virtual learning, AP work team, New Teacher group</p> <p>Professional planning: prep lessons, update gradebook</p> <p>Office hours: live availability for students</p>
Wednesday	<p>Teacher Time: 7:30-8:00</p> <p>ACP: 8:05-9:05</p> <p>Office hours/Student clubs: 9:15-10:15</p> <p>Small Group instruction/IEP Caseload time/SEL support: 10:25-11:25</p> <p>Lunch 11:30-12:15</p>	<p>Teacher time: prep lessons or technology</p> <p>ACP: Staff will provide live (synchronous) instruction for their assigned ACP class (hour 1 roster).</p> <p>Office Hours: live availability for students</p> <p>Student clubs via google classroom: Student Council, NHS, GSA, etc...</p> <p>Small Group instruction/IEP Caseload time: Work with strategically designed small groups/give targeted IEP support</p> <p>PD: school-wide PD in place of your Wednesday duty</p>

	<p>PD: 12:20-1:15</p> <p>Family contact: 1:15-2:00</p> <p>Professional planning/New Teacher: 2:00-3:00</p> <p>Office hours: 3:00-3:30</p>	<p>Family contact: call/email guardians and update PLP</p> <p>Professional planning: prep lessons, update gradebook New Teacher: meeting for all new teachers</p> <p>Office hours: live availability for students</p>
Thursday	<p>Teacher Time: 7:30-8:00</p> <p>Hour 1: 8:05-9:05</p> <p>Hour 2: 9:15-10:15</p> <p>Hour 3: 10:25-11:25</p> <p>Hour 4: 11:35-12:35</p> <p>Lunch: 12:45-1:30</p> <p>PLC/Family contact: 1:30-2:00</p> <p>Professional planning: 2:00-3:00</p> <p>Office hours: 3:00-3:30</p>	<p>Teacher time: prep lessons or technology</p> <p>Hours 1-4: Teachers will provide live (synchronous) instruction for 45 minutes. An additional 15 minutes of time will be open for questions, student work time, etc.</p> <p>PLC:PBIS, Academic BIT, Behavioral BIT, ACP, Technology Team, Attendance, Re-imagining wellness team to address stress, mental health, physical health (food insecurity, DV, other forms of abuse) and other challenges associated with virtual learning, AP work team, New Teacher group</p> <p>Professional Planning: prep lessons, update gradebook</p> <p>Office hours: live availability for students</p>
Friday	<p>Teacher Time: 7:30-8:00</p> <p>Hour 5: 8:05-9:05</p> <p>Hour 6: 9:15-10:15</p> <p>Hour 7: 10:25-11:25</p> <p>Small Group instruction/IEP Caseload time/SEL support: 11:35-12:35</p> <p>Lunch 12:45-1:30</p> <p>Family contact: 1:35-2:00</p> <p>Professional planning: 2:00-3:00</p> <p>Office hours: 3:00-3:30</p>	<p>Hours 5-7: Teachers will provide live (synchronous) instruction for 45 minutes. An additional 15 minutes of time will be open for questions, student work time, etc.</p> <p>Small Group instruction/IEP Caseload/SEL support time: Work with strategically designed small groups/give targeted IEP support/social-emotional support; data review</p> <p>Family contact: call/email guardians and update PLP</p> <p>Professional planning: prep lessons, update gradebook</p> <p>Office hours: live availability for students</p>

Duty period: meet with department members for common planning time unless assigned a study hall (Wednesday is all staff PD in lieu of a duty)

Prep period: additional professional planning time

Attendance

- Teachers are responsible for taking attendance for all of the students on their rosters daily.
 - Attendance should be taken every period, at the start of the day and again at the end of the school day.
 - Review student participation throughout the day to capture as many present students as possible.
 - Update attendance at the end of the day.
 - Teachers will also have the ability to update attendance for 24 hours to capture attendance for students who may have logged in after the traditional school day.
 - The district will only utilize Absent and Present for attendance codes.
 - Secretaries will verify attendance after the 24 hours have expired.

Support for Special Populations

English Language Learners:

Carrie Haese (ESL Teacher)

Email: haesecl@milwaukee.k12.wi.us

Phone: (414) 906-5066

Dawn Tower (ESL Teacher)

Email: drakedc@milwaukee.k12.wi.us

Phone: TBD

*Virtual office hours embedded in the teacher schedule for student/parent support.

Math/Reading Intervention

Nick Dlapa (Math Department Chair)
Email: dlapanj@milwaukee.k12.wi.us
Phone: (414) 906-5053

Cara Slingerland (Language Arts Department Chair)
Email: slingeca@milwaukee.k12.wi.us
Phone: (414) 906-4964

*Virtual office hours embedded in the teacher schedule for student/parent support.

Student Services

Tunita Hazelwood (9th grade counselor)
Email: hazelwt@milwaukee.k12.wi.us
Phone: 906-4929

Amy Gibson (10th grade counselor)
Email: gibsonal@milwaukee.k12.wi.us
Phone: 906-4931

Jennifer Kringel (11th grade counselor)
Email: kringeja@milwaukee.k12.wi.us
Phone: 906-4928

Angela Mosby (11th grade counselor)
Email: mosbyam@milwaukee.k12.wi.us
Phone: 906-4931

Risa Berg (Social Worker)
Email: bergrm@milwaukee.k12.wi.us
Phone: 906-4934

Milissa Hamley(Bilingual Social Worker)
Email: hamleym1@milwaukee.k12.wi.us
Phone: 906-4980

Melannie Litscher (School Psychologist)
Email: tatemr@milwaukee.k12.wi.us
Phone: 906-4933

Students with Disabilities

Celeste Hammer (Special Education Department Chair)
Email: hammercj@milwaukee.k12.wi.us
Phone: 414-906-4991

Beth Jones (Special Education Supervisor)
Email: jonesb5@milwaukee.k12.wi.us
Phone: 414-208-4175

Kelvin Brown (Administrator over Special Education)
Email: brownkb@milwaukee.k12.wi.us
Phone: 414-906-4909

Assessment and Grading

8.08 Grading Policy and Course Syllabus

At the beginning of each year/semester high school teachers will provide students and parents with a course syllabus/class description and grading policy. This will also be provided to the principal.

All teachers are expected to align their grading policies with standards-based grading practices.

Standards-Based Grading:

- Collects evidence of student progress towards grade level standards
- Reflects what students know and can do
- Uses a proficiency based scoring system to record progress

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- Uses a system of grading that looks at progress over time, new evidence replacing old evidence
 - Holds students accountable to high standards
 - Differentiates learning based on specific evidence of strengths and weaknesses
 - Uses the district approved electronic grade book to provide feedback on standards, not points earned on activities

Implementing Standards-based Grading Practices creates a system based on success for all students by:

- Challenging all students to achieve grade level standards
- Allowing for multiple ways for students to show what they know and can do
- Allowing regular and special education teachers to work together to support all students as they achieve high standards
- Documenting gaps in instruction for teachers and students

Parents can expect a formal report card at the end of each quarter of instruction as well as periodic interim reports. Teachers will provide updated grades via Infinite Campus on a regular basis (at least once every two weeks).