COVID Plan Verification
Madison Public Schools

February 26, 2021

FOR THE LIFE OF YOUR BUILDING

Executive Summary:

Madison Metropolitan School District (MMSD) engaged McKinstry to provide an independent, 3rd party review of the COVID 19 mitigation measures in place throughout MMSD facilities.

McKinstry was tasked with investigating a random sampling of air handling equipment at numerous MMSD facilities to visually verify the installation of the higher performance MERV 11 and MERV 13 filters and to observe the other physical COVID 19 mitigation protocols that have been put in place throughout the MMSD facilities. The sampling of school types (Elementary School, Middle School, High School) were chosen to represent the varied type and age of air handling equipment common throughout MMSD facilities.

MMSD also provided McKinstry with numerous documents for review regarding the assorted COVID 19 mitigation protocols including the following:

- Air Cleaners (HEPA) – fan filter devices installed in Nurse's stations and isolation rooms throughout MMSD facilities
- Memos and procedures for cleaning/sanitation of MMSD facilities
- Stagnant water flushing policy, procedures, and water flushing record documentation completed by facilities staff
- DDC BAS information indicating the increase of outside air damper positions of air handling equipment connected to various MMSD building's DDC BAS's
- Increased air handling equipment operating time parameters to facilitate additional pre and post occupancy space air flush-out / air change
- MERV11 and MERV 13 filter purchase, testing / performance information, and installation information
- MMSD Air quality memo and school reopening documentation

Based on McKinstry's site observations, review of the provided documentation and comparison to the COVID 19 mitigation protocols put in place at a number of other school districts around Wisconsin, Iowa, and Minnesota through readily available information provided on various school district websites it is clear that the steps taken by MMSD to ensure the safety of it's students, staff, parents, and other visitors meet or exceed recommendations provided by the CDC, ASHRAE, and Dane County regarding slowing or stopping the spread of the COVID 19 virus and the standards for re-opening their facilities. Additionally, the majority of the other 14 school district websites reviewed did not indicate that they engaged a 3rd party to perform a review of the COVID 19 measures put in place at those school districts. Based on various sources, including the readily available information online on the school district websites, it is McKinstry's opinion that the measures that MMSD has put in place either meet or exceed those of the other school districts reviewed.

Site Investigations:

MMSD facilities maintenance staff accompanied McKinstry on Tuesday January 16, 2021 to the following Madison Metropolitan School District (MMSD) facilities:

- Emerson Elementary School (2421 East Johnson Street)
- Marquette Elementary School / Georgie O'Keeffe Middle School (1501 Jenifer Street / 510 South Thornton Avenue)
- Carl Sandburg Elementary School (4114 Donald Drive)
- Conrad E. Elvehjem Elementary School (5106 Academy Drive)
- Robert M. La Follette High School (702 Pflaum Road)

The sampling of school types (Elementary School, Middle School, High School) were chosen to represent the varied type and age of air handling equipment common throughout MMSD facilities.

The purpose of these facility site visits was to accompany McKinstry Commissioning / Engineering staff to review the filters installed in a randomly selected sampling of pieces of air handling equipment (unit ventilators and air handling units) and visually verify that the higher performance (MERV 11 and MERV 13 rated) filters have been installed in place of the MERV 8 rated filters typically in place in the air handling equipment. See photos from site visits below.

Emerson:

The following pictures taken at Emerson Elementary School were taken at the air handling units located in rooms 1414A, 20, and 2828A and show the MERV 11 and MERV 13 filters installed in place of the MERV 8 filters.
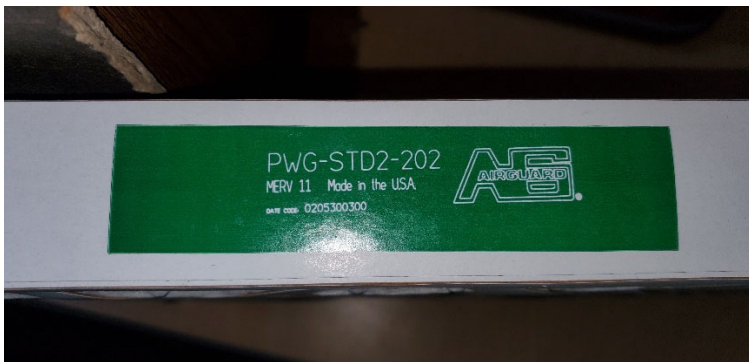
Marquette/O'Keeffe:

The following pictures taken at Emerson Elementary School were taken at the air handling units located in rooms two mechanical rooms, and a random sampling of unit ventilators located in rooms 213 and 102. The "panel" filters located in the older style filter racks located in the air handling units at this facility and in the unit ventilators are MERV 11 as indicated by the manufacturer color coding them purple on one side and white on the other. (The Typically installed MERV 8 panel filters are green on one side and white on the other)
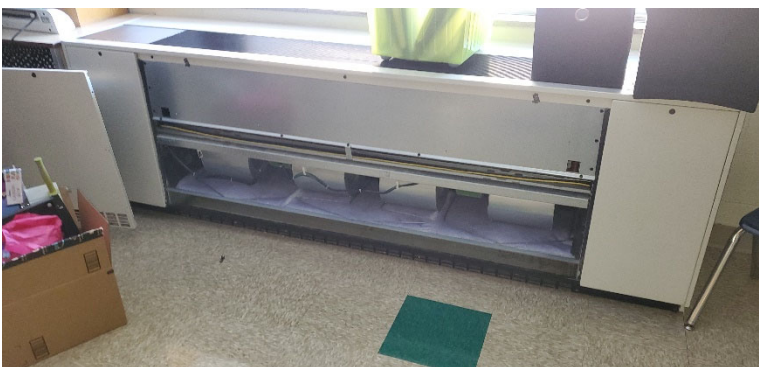
Sandburg:

The following pictures taken at Sandburg Elementary School show MERV 11 panel filters installed in an air handling unit and a pair of unit ventilators selected at random located in rooms 112 and 156.

Elvehjem:

The following pictures taken at Elvenhjem Elementary School show MERV 11 panel filters installed in an air handling unit and a few unit ventilators selected at random located in rooms 142 and 132.

La Follette:

The following pictures taken at Lafollette High School show MERV 11 panel filters installed in five randomly selected air handling units located in rooms 1048G, 1081J, 1094I, and 1094L, and a pair of unit ventilators selected at random located in rooms B35 and B14.
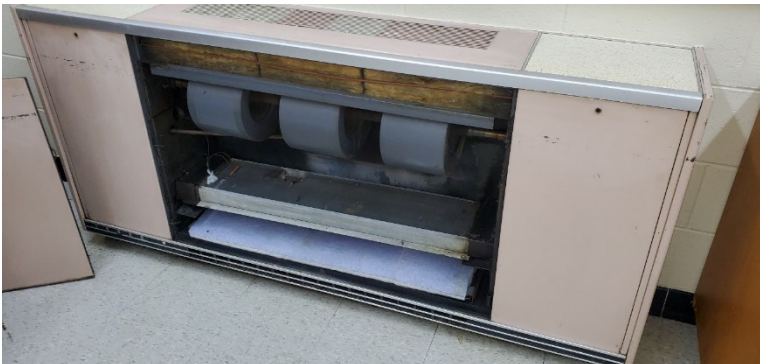
Analysis of HVAC System COVID 19 Mitigation Methods Applied:

1. Improved Particulate Filtration at Air Handling Equipment (MERV 11 and MERV 13)
2. Increased Outside Air Volumes at Air Handling Equipment (Increase to 35% Outside Air Damper Position where controls, equipment capacities and when outside air temperatures permit – See appendix for DDC BAS Screen Shot Records)
3. Increased Scheduled Air Handling Equipment Hours of Operation to Provide Building Outside Air "Flush-Out" before and after Regular Building Occupancy
4. HEPA filter air cleaners installed in nurse's stations and isolation rooms throughout MMSD facilities

Improved Filtration:

ASHRAE recommends increasing air handling equipment filtration to MERV 13 or MERV 14 to help mitigate the transmission of infectious aerosols, however, many existing air handling systems were designed to operate with MERV 6 or MERV 8 filters. Higher MERV rating filters are better at removing particles in the 0.3 micron to 1 micron diameter size (the typical size range of particles that viruses are typically attached to in an airborne environemnt) but the increased particulate removal efficiency does not come without a penalty. Typically, more efficient filters have considerably higher air pressure drops, require modifications to the existing air handling equipment's filter racks, and in some cases restrict airflow to such a large degree that the equipment airflow volume and associated room "air change rate" is reduced so much as to make the increased filtration an overall detriment to the air quality of the space. One must also consider the increased motor amperage draw as fans need to work harder to generate the same amount of airflow with increased filter air resistance, potentially overloading the fan motors or at least the operation at increased amperage draw and increased operating

temperature will lead to more frequent motor burn-outs and decreased life of the air handling equipment.

Based on the age of the existing air handling equipment serving the various MMSD schools, and the existing filter MERV rating that the air handling equipment was designed for (which has direct impact on the air handling system fan power and static pressure capacity, filter rack dimensions, availability of high performance filter media in the marketplace, etc.) MMSD elected to go with a mix of MERV 11 and MERV 13 filters to improve air handling equipment system particulate filtration efficiency without causing too much of a reduction in airflow and adversely affecting the facility's air change rate and air quality and reducing the air handling system's ability to remove potential airborne infectious aerosols from the spaces they serve.

MERV 8 filters have an approximate 55% efficiency removing 0.3 to 1 micron sized particles from the airstream, while MERV 11 and MERV 13 filters have a 72% and 89% efficiency respectively at removing the same sized particles from the airstream.

In addition to the increased filtration efficiency and outside air volumes, MMSD has installed HEPA filter air cleaners at nurse's stations and isolation rooms to increase the high performance filtered air change rate in the areas of the MMSD facilities that have a higher potential of someone who is infected with COVID 19 to spend their time outside of the classroom spaces within the facility.

See filter information located in Appendix A and Appendix D.

Outside Air/Air Changes:

MMSD increased the outside airflows on their air handling equipment to 35% where controls, equipment capacity, and when outside air temperatures permit increased outside air volumes. It is typical in a Kindergarten through 12th Grade educational facility environment that the air handling systems would be operating somewhere between 15% and 20% outside air. The increase to 35% outside air is roughly a 75% to 133% increase in outside volume air on the air handling systems. During the extremely cold weather that the nation just recently faced, MMSD temporarily reduced the outside air volume back to standard values to reduce the potential of freezing air handling unit water coils and causing costly damage to the air handling systems, additionally air handling units being down for repairs due to frozen coils would have direct effect on MMSD's capability to provide as safe of an environment as possible within their facilities for staff, students, and visitors.

MMSD facilities' air handling system have been constructed to the mechanical codes in force at the time of their installation. This governs the air change rates for classrooms and other spaces for air handling equipment with and without mechanical cooling. The air change rates throughout the spaces of MMSD facilities meet or exceed the mechanical code and ASHRAE requirements in place at the time of the air handling equipment's installation based on the design requirements and documentations (construction drawings and specifications). However, completing an exhaustive airflow test and balance verification was outside the scope of this review and report.

McKinstry was asked by MMSD to quantify the work effort and potential cost of retro-commissioning and completing the testing of airflows to verify air change rates throughout MMSD facilities. Based on McKinstry's review of the work effort involved both in the field and

office engineering and calculation time it was determined that the total work effort would be approximately 7,500 hours of engineering time, plus test and balance technician field time, at a cost of approximately $1,500,000 to $1,700,000 to perform a complete review and adjustment of the air flows throughout MMSD's 4.5 million square feet of facilities.

Recommendation: As we continue forward into spring and the weather becomes warmer, MMSD should consider increasing the amount of outside air being brought into the spaces through the assorted pieces of air handling equipment. The increased outside air for ventilation will have to be adjusted to account for outside air temperatures and the air handling equipment's capacity to properly condition the additional amount of outside air, but it is likely that as the weather gets warmer the air handling systems have the capacity to handle more outside air for increased ventilation and improved "flush-out" procedures / operation.

See outside air damper position information in Appendix B.

Increased Air Handling Unit Run Time (Pre and Post Building Occupancy):

MMSD has chosen to operate the air handling equipment in their facilities for an additional 2 hours before and 2 hours after regular scheduled building occupancy time periods to allow for the air handling equipment to "flush-out" the building spaces. Also, air handling equipment in buildings with daycares were put into operation / occupied mode a least 1 week prior to the start of day care, allowing for a full week of air "flush-out" prior to occupancy by children enrolled in the various daycare programs.

Additionally, MMSD facilities have been running all of their air handling equipment in their facilities that are seeing very little occupancy throughout the majority of the last school year in full occupied mode, even though building occupancy did not necessarily require it.

See the MMSD Air Quality Memo in Appendix B.

Stagnant Water Building Flushing Procedure Information:

Based on recommendations from the CDC and Dane County Public Health, MMSD instituted a new domestic water flushing procedure and mandated that it be performed at it's unused and lightly used facilities with little water usage every two weeks to mitigate the break down of water borne chlorine disinfectants over time and reduced capability of those disinfectants to kill harmful water-borne bacteria. MMSD instituted this policy in late May of 2020, and have a Summer Flushing Guidelines recording spreadsheet where the facilities maintenance personnel are recording the regularly scheduled domestic water flushing procedures for all of the MMSD facilities that are affected by reduced occupancy during the pandemic. The MMSD facility water flushing record documentation is an approximately 3000 page active spreadsheet, this document has been reviewed by McKinstry to verify MMSD facilities custodial staff adherence to MMSD new water flushing procedures. This live document is currently being regularly updated by MMSD facilities custodial staff as they continue to perform additional water flushing.

Recommendation:

McKinstry recommends that MMSD continue the additional frequency of water flushing until it's facilities see regular occupancy rates and schedules.

See MMSD water flushing procedures and policies in Appendix E.

Other COVID 19 Mitigation Practices in Place:

In addition to the measures put in place at the facility's air handling equipment, MMSD has instituted a number of measures to improve sanitation / cleaning, provide adequate space for students, staff, and visitors within the facilities to maintain adequate distance between each other and if adequate space is not available provide a barrier between people that must interact at distances closer than the recommended 6 feet safe distance, they are:

1. Surface Cleaning / Sanitation
2. Barriers at "High Traffic" / "Public Interaction Areas" and in some Classrooms
3. Corridor Markings for Traffic Flow
4. Classroom Desk Spacing
5. Student, Staff, and Visitor Mask Wearing Requirement

See appendix E for Cleaning Procedure Information – Deep Cleaning Protocol and Daily Custodial Responsibilities.

Photos of other COVID 19 Measures in place at MMSD facilities follow below:

- Mask Requirement Signage
- "Lane" and direction of travel marking indicators on corridor floors
- Barriers in place at high contact areas (office counter space)
- Hand sanitizer dispenser stations
- Classrooms with desks positioned to facilitate adequate distance between students
- Hand washing signage

Comparison of MMSD COVID 19 Mitigation Measures, Strategies, and Protocols to other School Districts:

McKinstry and MMSD have reviewed and compared their COVID 19 mitigation measures with several school districts located throughout Wisconsin, Minnesota, and Iowa. Based on information readily available online through the school districts websites, it is McKinstry's opinion that MMSD's COVID 19 Mitigation Measures being applied either meet or exceed the measures in place at 14 different school districts located throughout Wisconsin, Minnesota, and Iowa.

Summary:

MMSD has enacted a number of physical / behavioral protocols throughout it's facilities. The requirement for face coverings, emphasis on hand washing, enhanced cleaning / sanitation procedures, plastic barriers in areas of high traffic or where people are forced to be in closer proximity to each other all help to contribute to an environment that reduces the spread of infectious airborne particulate from person to person.

Per the CDC guidelines regarding slowing the spread of infectious airborne viruses (COVID 19) their recommendations of mask wearing, maintaining adequate distance from other people (a minimum of 6 feet), regular hand washing with soap and water, and sanitizing of "high-touch" surfaces remain the best methods of slowing the spread of COVID 19 and reducing infection rates.

The air handling system protocols that MMSD has put in place at their facilities are providing significant improvement in the capture of airborne infectious aerosol particulate. The

combination of improved efficiency filters, the increase of outside air where possible, and the addition of pre and post occupancy air handling equipment operating flush-out scheduling have improved the air handling equipment's capability to capture, dilute and remove infectious airborne particulate from the occupied environment.

Based on the air handling system improvements combined with the other physical / behavioral COVID 19 safety measures and protocols in place; it is McKinstry's opinion that MMSD is taking more than adequate COVID 19 Mitigation measures to provide their staff, students, parents, and other visitors with a safe environment to learn and work in.

Appendices:

A. MERV 11 and MERV 13 Filter Information
B. Air Handling Equipment Outside Air Damper Position Schedule & MMSD Air Quality Memo
C. Air Cleaner Information (HEPA)
D. ASHRAE Filtration Particulate Efficiency
E. Facility Cleaning and Domestic Water Flushing Procedure
F. Facility DDC BAS Screen Shot Captures
G. MMSD Reopening Guidelines

Appendix A

MERV 11 and MERV 13 Filter Information

MERV 11 Pleated, Sleeves, Panels and Links.
MERV 13 Plastic Filters
Madison Public Schools - Filter Sizes and Type by Location - October 2020

Size	Type	Location	October Order Total Quantity	Part #
25x90	R	Administration	12	
25x72	R	Administration	6	
24x24	R	Administration	2	
20x60	R	Administration	6	
20x125	R	Administration	15	
20x110	R	Administration	60	
18x24	R	Administration	4	
16x34	R	Administration	12	
16x20x2	PL	Administration	2	13-Plastic
16.25x18.5x4	PL	Administration	6	PWG-16184
		Totals	**125**	
24-1/2x64	R	Allied Drive	1	
15x80	R	Allied Drive	2	
		Totals	**3**	
20x25x2	PL	Allis Elementary	12	13-Plastic
20x20x2	PL	Allis Elementary	9	13-Plastic
16x25x2	PL	Allis Elementary	14	13-Plastic
16x20	R	Allis Elementary	4	
16x25	R	Allis Elementary	1	
15x24	R	Allis Elementary	12	
12x24	R	Allis Elementary	1	
14"x200'	S	Allis Elementary	1	
9"x26'	S	Allis Elementary	1	
		Totals	**55**	
24x24x12	CAR	Chavez	11	2600181 (11)
20x24x12	CAR	Chavez	7	2601576 (17)
12x24x12	CAR	Chavez	8	2600512 (8)
8x34-1/4x1	PL	Chavez	12	PWG-8341
8x28-1/4x1	PL	Chavez	12	PWG-8281
24x24x2	PL	Chavez	19	13-Plastic
20x24x2	PL	Chavez	19	13-Plastic
12x24x2	PL	Chavez	12	13-Plastic
		Totals	**100**	

Size	Type	Location	Qty	Code
24x24x4	Mini-P	Cherokee	6	LG4LT-904-NHQS/1131445
24x24x2	PL	Cherokee	6	13-Plastic
20x20x2	PL	Cherokee	8	13-Plastic
16x20x2	PL	Cherokee	4	13-Plastic
25x42	R	Cherokee	2	
24x47	R	Cherokee	8	
22x22	R	Cherokee	1	
20x92	R	Cherokee	2	
20x25	R	Cherokee	2	
20x20	R	Cherokee	2	
11"x2'	S	Cherokee	1	
14"x175'	S	Cherokee	1	
8"x8'	S	Cherokee	1	
		Totals	**44**	
33-1/2x36	R	Crestwood Elementary	2	
25x62	R	Crestwood Elementary	1	
20x75	R	Crestwood Elementary	4	
20x25	R	Crestwood Elementary	1	
20x22-3/4	R	Crestwood Elementary	3	
16x25	R	Crestwood Elementary	4	
13x21-1/2	R	Crestwood Elementary	4	
9"x23'	S	Crestwood Elementary	1	
11"x20'	S	Crestwood Elementary	1	
14"x10'	S	Crestwood Elementary	1	
15"x46'	S	Crestwood Elementary	1	
		Totals	**23**	
8x79.5x1	PL	East High School	24	PWG-
7x60x1	PL	East High School	24	PWG-
8.5x51.5x1	PL	East High School	12	PWG-
14x22x1	PL	East High School	12	PWG-
8.5x43.5x1	PL	East High School	12	PWG-
7x43.5x1	PL	East High School	12	PWG-
7x51.5x1	PL	East High School	12	PWG-
6.5x51.5x1	PL	East High School	12	PWG-
8x31.75x1	PL	East High School	12	PWG-
16x20x2	PL	East High School	4	13-Plastic
20x20x2	PL	East High School	3	13-Plastic
20x24x2	PL	East High School	11	13-Plastic
14x24x1	PL	East High School	12	Aeolus-13
14x30x1	PL	East High School	12	Aeolus-13
25x97	R	East High School	4	
25x87	R	East High School	2	
25x66	R	East High School	2	
25x60	R	East High School	6	
25x51	R	East High School	12	

25x42	R	East High School	2	
25x114	R	East High School	10	
25x111	R	East High School	15	
20x20	R	East High School	1	
20X60	R	East High School	1	
20x57	R	East High School	4	
20x154	R	East High School	4	
20x118	R	East High School	2	
16x20	R	East High School	1	
16x60	R	East High School	1	
16x57	R	East High School	1	
16x51	R	East High School	12	
16x40	R	East High School	1	
16x30	R	East High School	2	
16x111	R	East High School	18	
14"x27'	S	East High School	1	
		Totals	**102**	
20x60	R	Elvehjem	2	
20x20	R	Elvehjem	6	
16x20	R	Elvehjem	4	
16x26	R	Elvehjem	1	
12x24	R	Elvehjem	1	
15.25x65.5	R	Elvehjem	2	
9"x23'	S	Elvehjem	1	
14"x190'	S	Elvehjem	1	
		Totals	**18**	
16x25x2	PL	Emerson	30	13-Plastic
16x20x2	PL	Emerson	6	13-Plastic
24x24x2	PL	Emerson	18	13-Plastic
12x24x2	PL	Emerson	6	13-Plastic
9-3/4x22	R	Emerson	4	Added on 2-26-20
18x28	R	Emerson	2	Added on 2-26-20
		Totals	**6**	
20x60	R	Falk Elementary	6	
20x20	R	Falk Elementary	1	
16x40	R	Falk Elementary	4	
16x20	R	Falk Elementary	3	
12x24	R	Falk Elementary	1	
9-1/2"x60'	S	Falk Elementary	1	
11-1/2"x33'	S	Falk Elementary	1	
14"x50'	S	Falk Elementary	1	
		Totals	**18**	
16x25x2	PL	Franklin	1	13-Plastic

20x39	R	Franklin	2	
22x24	R	Franklin	2	01635SH4
15"x8'	S	Franklin	1	
13-1/2"x50'	S	Franklin	1	
10"x5'	S	Franklin	1	
14"x50'	S	Franklin	1	
8-1/2x10'	S	Franklin	1	
9"x10'	S	Franklin	1	
		Totals	**11**	
25x84	R	Glendale	1	
25x110	R	Glendale	2	
20x60	R	Glendale	1	
20x21	R	Glendale	1	
16x40	R	Glendale	1	
8"x6'	S	Glendale	1	
16"x19'	S	Glendale	1	
11"x4'	S	Glendale	1	
10"x5'	S	Glendale	1	
14"x11'	S	Glendale	1	
15"x136'	S	Glendale	1	
		Totals	**12**	
20x20x2	PL	Gompers/Blackhawk	4	13-Plastic
16x25x2	PL	Gompers/Blackhawk	2	13-Plastic
25x87	R	Gompers/Blackhawk	4	
25x42	R	Gompers/Blackhawk	4	
20x75	R	Gompers/Blackhawk	4	
20x60	R	Gompers/Blackhawk	2	
20x51	R	Gompers/Blackhawk	2	
20x41	R	Gompers/Blackhawk	1	
16x25	R	Gompers/Blackhawk	2	
12"x47'	S	Gompers/Blackhawk	1	
15"x84'	S	Gompers/Blackhawk	1	
		Totals	**27**	
20x20x2	PL	Hamilton/VanHise	6	13-Plastic
20x25x2	PL	Hamilton/VanHise	6	13-Plastic
16x25x2	PL	Hamilton/VanHise	4	13-Plastic
25x50	R	Hamilton/VanHise	8	
20x20	R	Hamilton/VanHise	2	
16x71	R	Hamilton/VanHise	8	
16x65	R	Hamilton/VanHise	5	
10x27-3/4	R	Hamilton/VanHise	1	
10"x7'	S	Hamilton/VanHise	1	
9"x10'	S	Hamilton/VanHise	1	
11"x10'	S	Hamilton/VanHise	1	

8"x23'	S	Hamilton/VanHise	1	
12"x57'	S	Hamilton/VanHise	1	
14"x325'	S	Hamilton/VanHise	1	
		Totals	**46**	
20x25x2	PL	Hawthorne	6	13-Plastic
16x20x2	PL	Hawthorne	2	13-Plastic
24x24x2	PL	Hawthorne	6	13-Plastic
8-7/8x24x1	PL	Hawthorne	12	PWG
8-7/8x19-1/8x1	PL	Hawthorne	12	PWG
20x80	R	Hawthorne	3	
25x80	R	Hawthorne	2	
14"x165'	S	Hawthorne	1	
9"x23'	S	Hawthorne	1	
		Totals	**45**	
20x25x1	PL	Holtzman	12	Aeolus-13
16x25x2	PL	Holtzman	1	13-Plastic
20x20x1	PL	Holtzman	1	Aeolus 13
20x25x2	PL	Holtzman	1	13-Plastic
16x25x1	PL	Holtzman	1	Aeolus-13
			16	
16x75	R	Hoyt	4	
14"x70'	S	Hoyt	1	
12"x10'	S	Hoyt	1	
		Totals	**6**	
25x111	R	Huegel	2	
20x60	R	Huegel	2	
20x20	R	Huegel	2	
16x20x2	PL	Huegel	4	13-Plastic
16x25x2	PL	Huegel	8	13-Plastic
14"x157'	S	Huegel	1	
8"x20'	S	Huegel	1	
		Totals	**20**	
24x24x12	CAR	Jefferson	30	1121983/LG-904-PH-MC (30)
12x24x12	CAR	Jefferson	6	1121980/LG-913-PH-MC
20x30x2	PL	Jefferson	2	13-Plastic
20x25x2	PL	Jefferson	3	13-Plastic
12x24x2	PL	Jefferson	3	13-Plastic
20x24x2	PL	Jefferson	6	13-Plastic
24x24x2	PL	Jefferson	30	13-Plastic
11"x46'	S	Jefferson	1	Increased form 10" on 1-14-19
		Totals	**81**	

25x66	R	Kennedy	2	
16x16	R	Kennedy	1	
16x87	R	Kennedy	2	
16x51	R	Kennedy	2	
16x56	R	Kennedy	2	
20x25x2	PL	Kennedy	4	13-Plastic
11"x100'	S	Kennedy	1	
9"x8'	S	Kennedy	1	
8"x10'	S	Kennedy	1	
15"x3'	S	Kennedy	1	
14"x19'	S	Kennedy	1	
		Totals	**18**	
25x26.5x2	PL	LaFollette	12	Aeolus 13
20x30x2	PL	LaFollette	12	13-Plastic
20x25x2	PL	LaFollette	10	13-Plastic
16x20x2	PL	LaFollette	116	13-Plastic
20x20x2	PL	LaFollette	8	13-Plastic
25x87	R	LaFollette	2	
20x20	R	LaFollette	2	
20x42	R	LaFollette	1	
20x90	R	LaFollette	3	
25x66	R	LaFollette	4	
25x50	R	LaFollette	2	
25x48	R	LaFollette	2	
25x42	R	LaFollette	4	
25x40	R	LaFollette	7	
25x112	R	LaFollette	9	
25x114	R	LaFollette	8	
20x40	R	LaFollette	1	
20x112	R	LaFollette	23	
16x80	R	LaFollette	30	
16x57	R	LaFollette	2	
16x50	R	LaFollette	2	
16x42	R	LaFollette	1	
16x84	R	LaFollette	2	
16x20	R	LaFollette	2	
20x81	R	LaFollette	1	
5"x6'	S	LaFollette	1	
16"x7'	S	LaFollette	1	
8"x20'	S	LaFollette	1	
9"x3'	S	LaFollette	1	
10"x16'	S	LaFollette	1	
14"x20'	S	LaFollette	1	
11"x284'	S	LaFollette	1	
		Totals	**273**	

20x84	R	Lakeview	2	
20x25	R	Lakeview	1	
14"x120'	S	Lakeview	1	
15-1/2"x11'	S	Lakeview	1	
11"x5'	S	Lakeview	1	
		Totals	**6**	
20x60	R	Lapham	2	
20x51	R	Lapham	1	
20x20	R	Lapham	4	
16x25	R	Lapham	28	
16x24	R	Lapham	8	
16x20	R	Lapham	12	
14x20	R	Lapham	2	
10x30	R	Lapham	2	
13"x101'	S	Lapham	1	
11"x12'	S	Lapham	1	
14"x30'	S	Lapham	1	
		Totals	**62**	
20x24x21	B	Leopold	11	CP6-D-5-21
20x24x2	PL	Leopold	11	13-Plastic
16x20x2	PL	Leopold	16	13-Plastic
25x80	R	Leopold	2	
20x80	R	Leopold	2	
20x90	R	Leopold	2	
16x90	R	Leopold	4	
16x61	R	Leopold	21	
16x25	R	Leopold	9	
16x20	R	Leopold	4	
20x30	R	Leopold	2	
8"x4'	S	Leopold	1	
11"x4'	S	Leopold	1	
		Totals	**86**	
25x66	R	Lincoln	2	
25x51	R	Lincoln	2	
25x112	R	Lincoln	2	
20x48	R	Lincoln	1	
16x51	R	Lincoln	4	
16x25x2	PL	Lincoln	4	13-Plastic
20x20	R	Lincoln	2	
20x40	R	Lincoln	3	01635SH9
20x70	R	Lincoln	2	
20x80	R	Lincoln	2	
16x80	R	Lincoln	1	
16x111	R	Lincoln	4	

Size	Type	Location	Qty	Note
9"x3'	S	Lincoln	1	
		Totals	**30**	
24x16	R	Lindbergh	4	
20x20	R	Lindbergh	72	
		Totals	**76**	
24x24x2	PL	Lowell	12	13-Plastic
20x24x2	PL	Lowell	4	13-Plastic
20x20	R	Lowell	1	
16x25	R	Lowell	3	
8"x36'	S	Lowell	1	
11"x12'	S	Lowell	1	
14"x12'	S	Lowell	1	
12"x43'	S	Lowell	1	
		Totals	**24**	
25x100	R	Maintenance Bldg	2	
23-1/2x33	R	Maintenance Bldg	1	
20X32	R	Maintenance Bldg	4	
20x25	R	Maintenance Bldg	6	
20x20x2	PL	Maintenance Bldg	10	13-Plastic
16X25	R	Maintenance Bldg	4	
16x20	R	Maintenance Bldg	1	
8-1/2x19-1/2	R	Maintenance Bldg	1	01635SH0
		Totals	**29**	
11"x29'	S	Mansfield	1	
		Totals	**1**	
16x25x1	PL	Memorial	6	Aeolus 13
18x18x2	PL	Memorial	6	Aeolus 13
25x89	R	Memorial	2	
25x87	R	Memorial	4	
25x68	R	Memorial	2	
25x60	R	Memorial	8	
25x48	R	Memorial	1	
25x32	R	Memorial	1	
25x120	R	Memorial	4	
20x90	R	Memorial	9	
20x87	R	Memorial	8	
20x85	R	Memorial	2	
20x82	R	Memorial	2	
20x81	R	Memorial	8	
20x66	R	Memorial	5	
20x60	R	Memorial	6	
20x54	R	Memorial	4	

20x51	R	Memorial	4		
20x59	R	Memorial	4		
20x40	R	Memorial	1		
20x120	R	Memorial	3		
20x115	R	Memorial	4		
20x103	R	Memorial	3		
16x80	R	Memorial	36		
16x66	R	Memorial	1		
9"x33'	S	Memorial	1		
12"x55'	S	Memorial	1		
8"x450'	S	Memorial	1		
		Totals	**137**		
16x20x2	PL	Mendota	2	13-Plastic	
16x25x2	PL	Mendota	2	13-Plastic	
20x20x2	PL	Mendota	2	13-Plastic	
20x25x2	PL	Mendota	2	13-Plastic	
9"x6'	S	Mendota	1		
11"x10'	S	Mendota	1		
8"x6'	S	Mendota	1		
12"x3'	S	Mendota	1		
14"x168'	S	Mendota	1		
		Totals	**13**		
16x20x2	PL	Midvale	4	13-Plastic	
20x20x2	PL	Midvale	8	13-Plastic	
36x87	R	Midvale	2		
12x21	R	Midvale	1		
10"x16'	S	Midvale	1		
14-1/2"x166'	S	Midvale	1	Changed to 14-1/2" 5-1-19	
16"x40'	S	Midvale	1		
		Totals	**18**		
25x88	R	Muir	3		
25x78	R	Muir	2		
20x25	R	Muir	4		
20x20	R	Muir	72		
16.375x21.5	R	Muir	3		
9"x31'	S	Muir	1		
		Totals	**85**		
9X24	R	Okeefe/Marquette	1		
30-1/2x66	R	Okeefe/Marquette	1		
25x80	R	Okeefe/Marquette	2		
25x53-1/2	R	Okeefe/Marquette	2		

25X48	R	Okeefe/Marquette	1		
16x92	R	Okeefe/Marquette	5		
16x80	R	Okeefe/Marquette	1		
16x100	R	Okeefe/Marquette	5		
8"x3'	S	Okeefe/Marquette	1		
14"x242'	S	Okeefe/Marquette	1		
16"x9'	S	Okeefe/Marquette	1		
		Totals	**21**		
20x34.5	R	Olson	50		Must be Panel Filters
24x30	R	Olson	3		Must be Panel Filters
8-7/8x45-3/4	R	Olson	5		Must be Panel Filters
8-7/8x57-1/2	R	Olson	1		Must be Panel Filters
8-7/8x43-3/4	R	Olson	1		Must be Panel Filters
12x12	R	Olson	23		Must be Panel Filters
23-5/8x47-5/8	R	Olson	2		Must be Panel Filters
16x20x2	Hi-Cap PL	Olson	20		13-Plastic
16x20x1	Hi-Cap PL	Olson	20		Aeolus 13
		Totals	**125**		
20x87	R	Randall	16		
16x70	R	Randall	16		
12-1/2x51	R	Randall	2		
11"x4'	S	Randall	1		
9"x6'	S	Randall	1		
		Totals	**35**		
20x25x2	PL	Sandburg	8		13-Plastic
20x25x1	PL	Sandburg	2		Aeolus 13
20x20x2	PL	Sandburg	4		13-Plastic
20x66	R	Sandburg	1		
16x66	R	Sandburg	1		
20x20	R	Sandburg	1		
10"x30'	S	Sandburg	1		
14"x152'	S	Sandburg	1		
		Totals	**19**		
25x105	R	Sennett	4		
20x87	R	Sennett	4		
20x37	R	Sennett	3		
16x51	R	Sennett	4		
16x40	R	Sennett	2		
16x111	R	Sennett	12		
16x24	R	Sennett	1		
15-1/2x38	R	Sennett	1		
9"x7'	S	Sennett	1		
11"x7'	S	Sennett	1		

		Totals	33		
36x88	R	Sherman/Shabazz	2		
27x41	R	Sherman/Shabazz	1		
25x66	R	Sherman/Shabazz	4		
20x20	R	Sherman/Shabazz	5		
16x58	R	Sherman/Shabazz	2		
13x17	R	Sherman/Shabazz	1		
13x21	R	Sherman/Shabazz	1		
16x84	R	Sherman/Shabazz	2		
11"x227'	S	Sherman/Shabazz	1		
14"x2'	S	Sherman/Shabazz	1		
12"x17'	S	Sherman/Shabazz	1		
		Totals	21		
10x30x1	PL	Shorewood	4		Aeolus 13
20x20x2	PL	Shorewood	4		13-Plastic
16x20x2	PL	Shorewood	12		13-Plastic
25x66	R	Shorewood	2		
16x48	R	Shorewood	3		
9"x24'	S	Shorewood	1		
14"x84'	S	Shorewood	1		
11"x37'	S	Shorewood	1		
		Totals	28		
24x24	R	Spring Harbor	1		
20x25	R	Spring Harbor	4		
16x24-1/2	R	Spring Harbor	1		
15"x82'	S	Spring Harbor	1		
9"x7'	S	Spring Harbor	1		
		Totals	8		
20x60	R	Stephens	5		
25x60	R	Stephens	1		
20x20	R	Stephens	2		
8"x90'	S	Stephens	1		
14"x90'	S	Stephens	1		
11"x3'	S	Stephens	1		
9"x3'	S	Stephens	1		
12"x69'	S	Stephens	1		
10"x3'	S	Stephens	1		
		Totals	14		
20x81	R	Thoreau	12		
16x20	R	Thoreau	2		
20x61	R	Thoreau	2		
20x20	R	Thoreau	1		

14x25-3/4	R	Thoreau	1	
9-1/2"x26'	S	Thoreau	1	
10"x3'	S	Thoreau	1	
11"x62'	S	Thoreau	1	
		Totals	**21**	
18x35x1	PL	Toki/Orchard Ridge	1	Aeolus 13
20x25	R	Toki/Orchard Ridge	6	
25X96	R	Toki/Orchard Ridge	1	
25x84	R	Toki/Orchard Ridge	1	
25x105	R	Toki/Orchard Ridge	4	
20x60	R	Toki/Orchard Ridge	2	
20x52	R	Toki/Orchard Ridge	1	
20x20	R	Toki/Orchard Ridge	1	
16x25	R	Toki/Orchard Ridge	1	
9-3/4x46	R	Toki/Orchard Ridge	2	0163509F46
14"x129'	S	Toki/Orchard Ridge	1	
11"x166'	S	Toki/Orchard Ridge	1	
		Totals	**22**	
20x20x1	PL	West	118	Aeolus 13
20x25x2	PL	West	7	13-Plastic
14x20x2	PL	West	4	13-Plastic
16x20x2	PL	West	12	13-Plastic
20x20x2	PL	West	49	13-Plastic
20x24x2	PL	West	46	13-Plastic
24x24x2	PL	West	8	13-Plastic
16x20x4	PL	West	6	Aeolus 13
16x24x1	PL	West	4	Aeolus 13
16x25x4	PL	West	1	Aeolus 13
20x25x4	PL	West	3	Aeolus 13
10x36x1	PL	West	12	Aeolus 13 (undersize 1/2") Order Every Dec
10x48x1	PL	West	12	Aeolus 13 Order Every Dec
9-3/4x29-1/4x1/2	FBGL	West		F312 (Order every December)
25X64	R	West	2	
25x42	R	West	8	
25x120	R	West	12	
25x106	R	West	4	
20x85	R	West	8	
20x120	R	West	16	
16x84	R	West	4	
12"x13'	S	West	1	
15"x3'	S	West	1	
14"x69'	S	West	1	
11"x17'	S	West	1	
10"x57'	S	West	1	

16"x7'	S	West	1
9"x11'	S	West	1
		Totals	**343**
25x84	R	Whitehorse/Schenk	2
25x86	R	Whitehorse/Schenk	2
20x89	R	Whitehorse/Schenk	3
16x20	R	Whitehorse/Schenk	28
8"x20'	S	Whitehorse/Schenk	1
15"x265'	S	Whitehorse/Schenk	1
		Totals	**37**
25x120	R	Wright Middle School	4
20x60	R	Wright Middle School	2
20x25	R	Wright Middle School	2
17.25x25.875	R	Wright Middle School	4
16x27	R	Wright Middle School	2
16x17	R	Wright Middle School	20
11.875x13.75	R	Wright Middle School	4
9"x24'	S	Wright Middle School	1
		Totals	**39**
16x25x1	PL	**WHARF Warehouse**	1
20x25x2	PL	**WHARF Warehouse**	8
			9

Aeolus 13

13-Plastic

5017

Parker *ADVANTAGE®* High-Efficiency 2" Mini-Pleat Filters

Improved air quality for your facility

Parker

ENGINEERING **YOUR** SUCCESS.

Improving IAQ (indoor air quality) is better for your employees and your facility. Advantage® Mini-Pleat 2" high efficiency air filters come with factory-installed, premium downstream and side gasketing that reduces air bypass and increases energy efficiency.

manding HVAC applications.

As a leading manufacturer of filtration products, Parker is improving the quality of air all around the world with products that define excellence. Our Parker Advantage® family of Mini-Pleat filters are designed with a blend of highly engineered fibers, delivering low airflow resistance along with mechanical filtration. Ideal for replacing bags and heavy box-style filters in commercial, industrial, and institutional facilities. Advantage Mini-Pleat filters meet today's most challenging HVAC system requirements. With a full product offering, in-stock availability and LEED certified filter options, Parker can make your facility's indoor air quality better for your occupants while helping you reduce energy and operating costs.

BRANDS YOU KNOW FROM A BRAND YOU TRUST.

Our premium HVAC Advantage Mini-Pleat air filters deliver the legacy of performance and quality you demand. Advantage Mini-Pleat is part of the family of Parker filtration including AirGuard, ATI, and Purolator. Look to Parker for all your filtration needs.
Visit www.parker.com/HVAC

Typical applications

- Hotels and entertainment complexes
- Food processing
- Microelectronics manufacturing
- Data centers
- Commercial office buildings
- Schools and universities
- Clean manufacturing facilities
- Hospitals and healthcare facilities
- Government institutions
- Industrial manufacturing

- **Compact design** – uses less storage space yet features a large media surface area.

- **Reduce energy costs** – saves energy compared to standard filters due to lower pressure drop.

- **Highly engineered media** – 100% synthetic, gradient density, microfiber media resist moisture and damage; will not support microbial growth.

- **Better airflow** – Strong glue bead pleat separators maintain pleat spacing to ensure full-depth dust loading.

- **Lightweight** – high-impact polystyrene (HIPS) frame ensures durability and installs into side-access or front-load frames.

INNOVATION IN ACTION!
Factory-installed premium gasketing reduces air bypass

The Advantage Mini-Pleat features a 3/16", low-profile, closed cell, downstream and side gasketing that significantly reduces air bypass around the sealing surface and corners – a significant advantage over traditional "fin" style gasketing. No additional labor is required to install gaskets saving time and money.

PRODUCT DESIGN

✓ **Simple and effective upgrade**
Excellent choice as primary or pre-filter with a large media surface area, higher efficiency, and higher return on investment.

✓ **Longer service life**
Technologically advanced media with multi-layered, dense microfiber structure and precise geometrically formed pleat pack sealed in a durable plastic frame.

✓ **High-efficiency MERV ratings**
ASHRAE-rated from 8 to 16 to meet specific particulate and airflow requirements.

✓ **Exceptional tested performance**
Certified to ISO 9001:2015 manufacturing standards. Tested in accordance with ASHRAE Test Standard 52.2 - 2017.

✓ **Reduced labor costs**
Quick and easy to install. Long service life means fewer changeouts. Gasketing comes pre-installed requiring no assembly or alignment.

✓ **Significant energy savings made possible**
Lower pressure drop than standard filters due to highly refined media and mini-pleat design.

✓ **Meets UL flammability rating standards**
UL 900 (US) and UL 900 Class 2 (Canada) tested and approved.

✓ **High operating temperatures**
Maximum operating temperatures up to 170° F (76.67° C).

✓ **Reduced waste disposal volume**
Completely incinerable with low ash content and no metal components.

✓ **Completely hydrophobic**
Non-shedding media withstands harsh environments to reduce water and dust ingress.

Engineered to deliver longer service life and lower operating costs

High-impact polystyrene (HIPS) frame.

Technologically advanced media with multi-layered, dense microfiber structure.

Plastic stiffening bar maintains rigidity.

High efficiency MERV ratings lower energy costs while meeting sustainability goals

MERV matters when it comes to a filter's efficiency.

MERV stands for Minimum Efficiency Reporting Value and is the standard measurement scale developed by the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) to rate the effectiveness of air filters. MERV ratings range from 1 to 16. The higher the number, the smaller the air filter pores, preventing fewer particles and other contaminants from passing through.

New MERV 16 filters from Parker!

Parker offers a variety of 2" models rated from 8 to 16 on the MERV scale. Our new MERV 16 filters are designed and built in accordance with ASHRAE Test Method 52.2 - 2017.

ADVANTAGE® Mini-Pleat – The Clean Air Advantage from Parker.

Economical way to gain points toward LEED certification

Parker offers a variety of Advantage Mini-Pleat 2" filters with pre-installed gasketing that meet LEED efficiency standards. You can earn 1 point in the LEED certification process by specifying our MERV 16, MERV 14, or MERV 13 models in new buildings or by installing them as upgrades in existing buildings as outlined in the U.S. Green Building Council's Guide to LEED Certification.

U.S. GREEN BUILDING COUNCIL MEMBER®

Parker *ADVANTAGE*® MERV 8

MERV 8 filters deliver 70 to 85 % efficiency on particles from 3 to 10 microns and trap a majority of indoor particulates such as dust and mold spores. They improve indoor air quality by reducing basic pollutants while protecting the performance and efficiency of the air conditioning system.
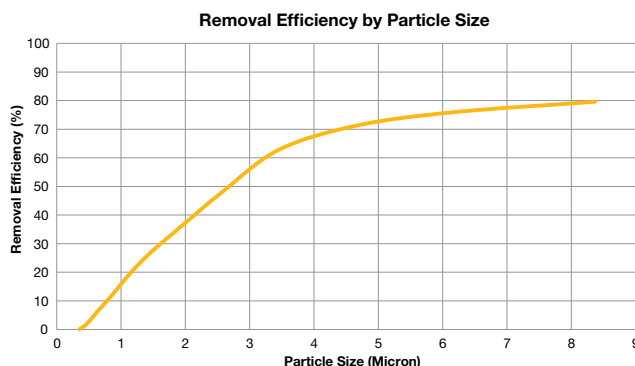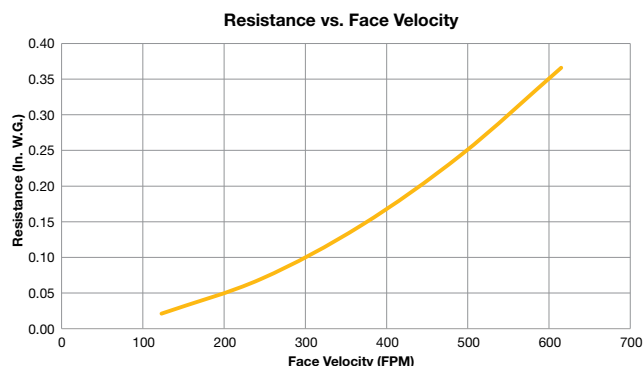
Resistance vs. Face Velocity

Removal Efficiency by Particle Size

Model Number	Nominal Size (W x H x D) Inches	Actual Size (W x H x D) Inches	Rated Air Flow Capacity (CFM)	Initial Resistance (Inches W.G.) @ Rated Air Flow	Media Area (Square Feet)
PADV2-M8-16-NH-D-SA	10 x 10 x 2	9-3/8 x 9-3/8 x 1-3/4	350	0.24"	8.2
PADV2-M8-17-NH-D-SA	10 x 20 x 2	9-3/8 x 19-3/8 x 1-3/4	700	0.24"	17.3
PADV2-M8-18-NH-D-SA	12 x 20 x 2	11-3/8 x 19-3/8 x 1-3/4	840	0.24"	20.7
PADV2-M8-03-NH-D-SA	12 x 24 x 2	11-3/8 x 23-3/8 x 1-3/4	1000	0.24"	25.1
PADV2-M8-19-NH-D-SA	14 x 20 x 2	13-3/8 x 19-3/8 x 1-3/4	980	0.24"	24.2
PADV2-M8-20-NH-D-SA*	14 x 25 x 2	13-3/8 x 24-3/8 x 1-3/4	1220	0.24"	29.8
PADV2-M8-21-NH-D-SA	15 x 20 x 2	14-3/8 x 19-3/8 x 1-3/4	1050	0.24"	25.9
PADV2-M8-22-NH-D-SA	16 x 16 x 2	15-3/8 x 15-3/8 x 1-3/4	890	0.24"	21.8
PADV2-M8-09-NH-D-SA	16 x 20 x 2	15-3/8 x 19-3/8 x 1-3/4	1120	0.24"	27.6
PADV2-M8-23-NH-D-SA	16 x 24 x 2	15-3/8 x 23-3/8 x 1-3/4	1340	0.24"	33.4
PADV2-M8-10-NH-D-SA*	16 x 25 x 2	15-3/8 x 24-3/8 x 1-3/4	1400	0.24"	34.1
PADV2-M8-24-NH-D-SA	18 x 20 x 2	17-3/8 x 19-3/8 x 1-3/4	1250	0.24"	31.1
PADV2-M8-25-NH-D-SA	18 x 24 x 2	17-3/8 x 23-3/8 x 1-3/4	1500	0.24"	37.6
PADV2-M8-26-NH-D-SA*	18 x 25 x 2	17-3/8 x 24-3/8 x 1-3/4	1570	0.24"	38.7
PADV2-M8-13-NH-D-SA	20 x 20 x 2	19-3/8 x 19-3/8 x 1-3/4	1400	0.24"	34.5
PADV2-M8-15-NH-D-SA	20 x 24 x 2	19-3/8 x 23-3/8 x 1-3/4	1670	0.24"	41.8
PADV2-M8-12-NH-D-SA*	20 x 25 x 2	19-3/8 x 24-3/8 x 1-3/4	1750	0.24"	43.2
PADV2-M8-27-NH-D-SA	20 x 30 x 2	19-3/8 x 29-3/8 x 1-3/4	2085	0.24"	78.9
PADV2-M8-04-NH-D-SA	24 x 24 x 2	23-3/8 x 23-3/8 x 1-3/4	2000	0.24"	50.1
PADV2-M8-28-NH-D-SA*	25 x 25 x 2	24-3/8 x 24-3/8 x 1-3/4	2170	0.24"	54.4

* Reverse pleat design

NOTES:
1. MERV 8 per ASHRAE Standard 52.2-2017. Performance based on 492 FPM face velocity for a 24x24 face size.
2. Rated face velocity 500 FPM.
3. Recommended final resistance 1.50" W.G.
4. Width and height dimensions are interchangeable. Filters can be installed with pleats vertical or horizontal.
5. Maximum Operating Temperature: 170°F (76.67°C).
6. Classified per UL 900 for flammability only.

Parker
HVAC Filtration

Parker *ADVANTAGE®* MERV 11

MERV 11 filters deliver 85% or better efficiency on particles from 3 to 10 microns. Ideal for applications such as office buildings, schools and universities, MERV 11 filters can handle dust, vehicle emissions, and pollen.

Resistance vs. Face Velocity
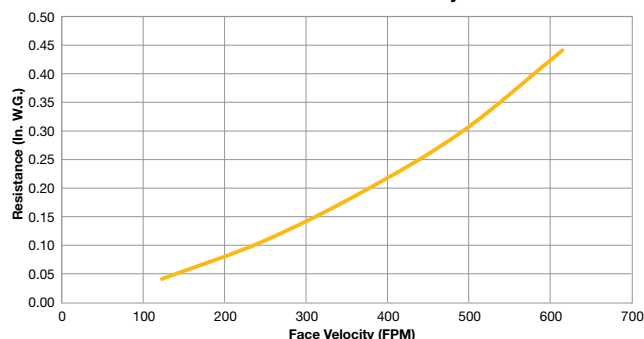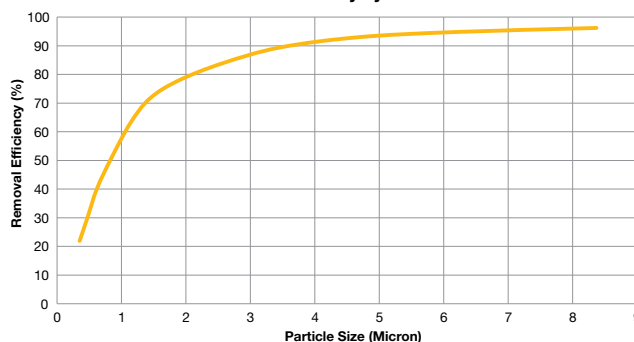
Removal Efficiency by Particle Size

Model Number	Nominal Size (W x H x D) Inches	Actual Size (W x H x D) Inches	Rated Air Flow Capacity (CFM)	Initial Resistance (Inches W.G.) @ Rated Air Flow	Media Area (Square Feet)
PADV2-M11-16-NH-D-SA	10 x 10 x 2	9-3/8 x 9-3/8 x 1-3/4	350	0.30"	8.2
PADV2-M11-17-NH-D-SA	10 x 20 x 2	9-3/8 x 19-3/8 x 1-3/4	700	0.30"	17.3
PADV2-M11-18-NH-D-SA	12 x 20 x 2	11-3/8 x 19-3/8 x 1-3/4	840	0.30"	20.7
PADV2-M11-03-NH-D-SA	12 x 24 x 2	11-3/8 x 23-3/8 x 1-3/4	1000	0.30"	25.1
PADV2-M11-19-NH-D-SA	14 x 20 x 2	13-3/8 x 19-3/8 x 1-3/4	980	0.30"	24.2
PADV2-M11-20-NH-D-SA*	14 x 25 x 2	13-3/8 x 24-3/8 x 1-3/4	1220	0.30"	29.8
PADV2-M11-21-NH-D-SA	15 x 20 x 2	14-3/8 x 19-3/8 x 1-3/4	1050	0.30"	25.9
PADV2-M11-22-NH-D-SA	16 x 16 x 2	15-3/8 x 15-3/8 x 1-3/4	890	0.30"	21.8
PADV2-M11-09-NH-D-SA	16 x 20 x 2	15-3/8 x 19-3/8 x 1-3/4	1120	0.30"	27.6
PADV2-M11-23-NH-D-SA	16 x 24 x 2	15-3/8 x 23-3/8 x 1-3/4	1340	0.30"	33.4
PADV2-M11-10-NH-D-SA*	16 x 25 x 2	15-3/8 x 24-3/8 x 1-3/4	1400	0.30"	34.1
PADV2-M11-24-NH-D-SA	18 x 20 x 2	17-3/8 x 19-3/8 x 1-3/4	1250	0.30"	31.1
PADV2-M11-25-NH-D-SA	18 x 24 x 2	17-3/8 x 23-3/8 x 1-3/4	1500	0.30"	37.6
PADV2-M11-26-NH-D-SA*	18 x 25 x 2	17-3/8 x 24-3/8 x 1-3/4	1570	0.30"	38.7
PADV2-M11-13-NH-D-SA	20 x 20 x 2	19-3/8 x 19-3/8 x 1-3/4	1400	0.30"	34.5
PADV2-M11-15-NH-D-SA	20 x 24 x 2	19-3/8 x 23-3/8 x 1-3/4	1670	0.30"	41.8
PADV2-M11-12-NH-D-SA*	20 x 25 x 2	19-3/8 x 24-3/8 x 1-3/4	1750	0.30"	43.2
PADV2-M11-27-NH-D-SA	20 x 30 x 2	19-3/8 x 29-3/8 x 1-3/4	2085	0.30"	78.9
PADV2-M11-04-NH-D-SA	24 x 24 x 2	23-3/8 x 23-3/8 x 1-3/4	2000	0.30"	50.1
PADV2-M11-28-NH-D-SA*	25 x 25 x 2	24-3/8 x 24-3/8 x 1-3/4	2170	0.30"	54.4

* Reverse pleat design

NOTES:
1. MERV 11 per ASHRAE Standard 52.2-2017. Performance based on 492 FPM face velocity for a 24x24 face size.
2. Rated face velocity 500 FPM.
3. Recommended final resistance 1.50" W.G.
4. Width and height dimensions are interchangeable. Filters can be installed with pleats vertical or horizontal.
5. Maximum Operating Temperature: 170°F (76.67°C).
6. Classified per UL 900 for flammability only.

Parker *ADVANTAGE*® MERV 13

With 90% or better efficiency on particles 3 to 10 microns, and less than 75% efficiency on 0.3 to 1 microns, these filters can trap smoke, dust, vehicle emissions, and droplet nuclei (sneeze).
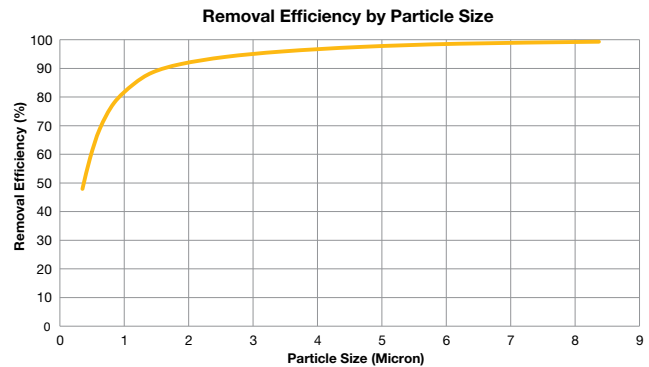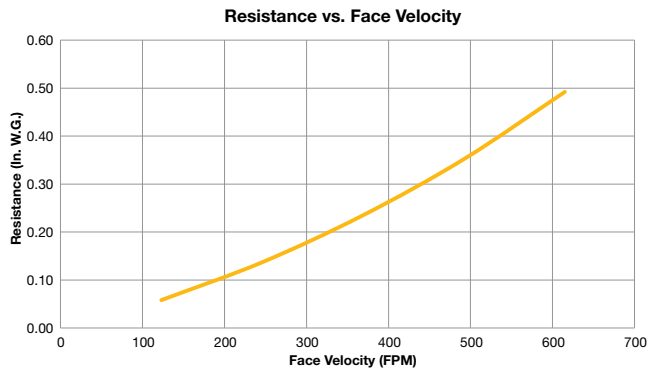
Resistance vs. Face Velocity

Removal Efficiency by Particle Size

Model Number	Nominal Size (W x H x D) Inches	Actual Size (W x H x D) Inches	Rated Air Flow Capacity (CFM)	Initial Resistance (Inches W.G.) @ Rated Air Flow	Media Area (Square Feet)
PADV2-M13-16-NH-D-SA	10 x 10 x 2	9-3/8 x 9-3/8 x 1-3/4	350	0.35"	8.2
PADV2-M13-17-NH-D-SA	10 x 20 x 2	9-3/8 x 19-3/8 x 1-3/4	700	0.35"	17.3
PADV2-M13-18-NH-D-SA	12 x 20 x 2	11-3/8 x 19-3/8 x 1-3/4	840	0.35"	20.7
PADV2-M13-03-NH-D-SA	12 x 24 x 2	11-3/8 x 23-3/8 x 1-3/4	1000	0.35"	25.1
PADV2-M13-19-NH-D-SA	14 x 20 x 2	13-3/8 x 19-3/8 x 1-3/4	980	0.35"	24.2
PADV2-M13-20-NH-D-SA*	14 x 25 x 2	13-3/8 x 24-3/8 x 1-3/4	1220	0.35"	29.8
PADV2-M13-21-NH-D-SA	15 x 20 x 2	14-3/8 x 19-3/8 x 1-3/4	1050	0.35"	25.9
PADV2-M13-22-NH-D-SA	16 x 16 x 2	15-3/8 x 15-3/8 x 1-3/4	890	0.35"	21.8
PADV2-M13-09-NH-D-SA	16 x 20 x 2	15-3/8 x 19-3/8 x 1-3/4	1120	0.35"	27.6
PADV2-M13-23-NH-D-SA	16 x 24 x 2	15-3/8 x 23-3/8 x 1-3/4	1340	0.35"	33.4
PADV2-M13-10-NH-D-SA*	16 x 25 x 2	15-3/8 x 24-3/8 x 1-3/4	1400	0.35"	34.1
PADV2-M13-24-NH-D-SA	18 x 20 x 2	17-3/8 x 19-3/8 x 1-3/4	1250	0.35"	31.1
PADV2-M13-25-NH-D-SA	18 x 24 x 2	17-3/8 x 23-3/8 x 1-3/4	1500	0.35"	37.6
PADV2-M13-26-NH-D-SA*	18 x 25 x 2	17-3/8 x 24-3/8 x 1-3/4	1570	0.35"	38.7
PADV2-M13-13-NH-D-SA	20 x 20 x 2	19-3/8 x 19-3/8 x 1-3/4	1400	0.35"	34.5
PADV2-M13-15-NH-D-SA	20 x 24 x 2	19-3/8 x 23-3/8 x 1-3/4	1670	0.35"	41.8
PADV2-M13-12-NH-D-SA*	20 x 25 x 2	19-3/8 x 24-3/8 x 1-3/4	1750	0.35"	43.2
PADV2-M13-27-NH-D-SA	20 x 30 x 2	19-3/8 x 29-3/8 x 1-3/4	2085	0.35"	78.9
PADV2-M13-04-NH-D-SA	24 x 24 x 2	23-3/8 x 23-3/8 x 1-3/4	2000	0.35"	50.1
PADV2-M13-28-NH-D-SA*	25 x 25 x 2	24-3/8 x 24-3/8 x 1-3/4	2170	0.35"	54.4

* Reverse pleat design

NOTES:
1. MERV 13 per ASHRAE Standard 52.2-2017. Performance based on 492 FPM face velocity for a 24x24 face size.
2. Rated face velocity 500 FPM.
3. Recommended final resistance 1.50" W.G.
4. Width and height dimensions are interchangeable. Filters can be installed with pleats vertical or horizontal.
5. Maximum Operating Temperature: 170°F (76.67°C).
6. Classified per UL 900 for flammability only

Parker
HVAC Filtration

Parker *ADVANTAGE*® MERV 14
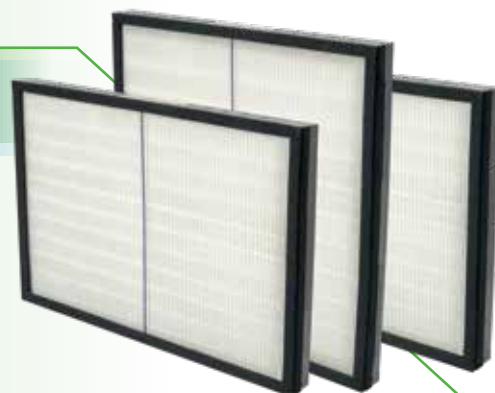
MERV 14 filters deliver 75 to 84% efficiency on particles 0.3 to 1 micron and 90% or better on particles 3 to 10 microns. MERV 14 filters are ideal for clean rooms, healthcare and analytical laboratories.

Resistance vs. Face Velocity
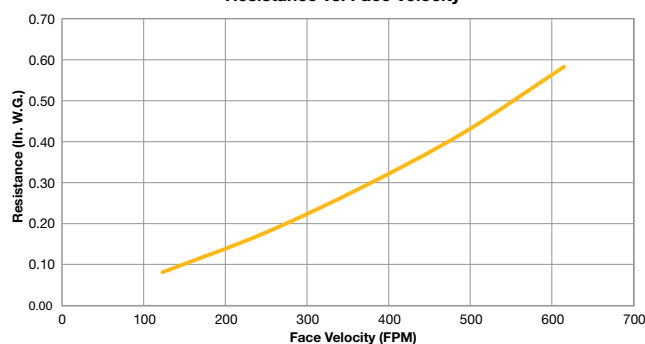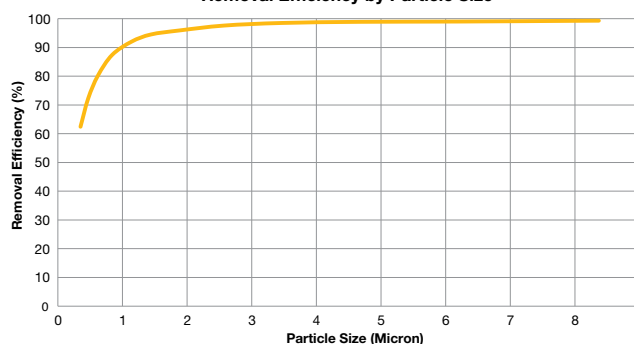
Removal Efficiency by Particle Size

Model Number	Nominal Size (W x H x D) Inches	Actual Size (W x H x D) Inches	Rated Air Flow Capacity (CFM)	Initial Resistance (Inches W.G.) @ Rated Air Flow	Media Area (Square Feet)
PADV2-M14-16-NH-D-SA	10 x 10 x 2	9-3/8 x 9-3/8 x 1-3/4	350	0.42"	8.2
PADV2-M14-17-NH-D-SA	10 x 20 x 2	9-3/8 x 19-3/8 x 1-3/4	700	0.42"	17.3
PADV2-M14-18-NH-D-SA	12 x 20 x 2	11-3/8 x 19-3/8 x 1-3/4	840	0.42"	20.7
PADV2-M14-03-NH-D-SA	12 x 24 x 2	11-3/8 x 23-3/8 x 1-3/4	1000	0.42"	25.1
PADV2-M14-19-NH-D-SA	14 x 20 x 2	13-3/8 x 19-3/8 x 1-3/4	980	0.42"	24.2
PADV2-M14-20-NH-D-SA*	14 x 25 x 2	13-3/8 x 24-3/8 x 1-3/4	1220	0.42"	29.8
PADV2-M14-21-NH-D-SA	15 x 20 x 2	14-3/8 x 19-3/8 x 1-3/4	1050	0.42"	25.9
PADV2-M14-22-NH-D-SA	16 x 16 x 2	15-3/8 x 15-3/8 x 1-3/4	890	0.42"	21.8
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PADV2-M14-23-NH-D-SA	16 x 24 x 2	15-3/8 x 23-3/8 x 1-3/4	1340	0.42"	33.4
PADV2-M14-10-NH-D-SA*	16 x 25 x 2	15-3/8 x 24-3/8 x 1-3/4	1400	0.42"	34.1
PADV2-M14-24-NH-D-SA	18 x 20 x 2	17-3/8 x 19-3/8 x 1-3/4	1250	0.42"	31.1
PADV2-M14-25-NH-D-SA	18 x 24 x 2	17-3/8 x 23-3/8 x 1-3/4	1500	0.42"	37.6
PADV2-M14-26-NH-D-SA*	18 x 25 x 2	17-3/8 x 24-3/8 x 1-3/4	1570	0.42"	38.7
PADV2-M14-13-NH-D-SA	20 x 20 x 2	19-3/8 x 19-3/8 x 1-3/4	1400	0.42"	34.5
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PADV2-M14-27-NH-D-SA	20 x 30 x 2	19-3/8 x 29-3/8 x 1-3/4	2085	0.42"	78.9
PADV2-M14-04-NH-D-SA	24 x 24 x 2	23-3/8 x 23-3/8 x 1-3/4	2000	0.42"	50.1
PADV2-M14-28-NH-D-SA*	25 x 25 x 2	24-3/8 x 24-3/8 x 1-3/4	2170	0.42"	54.4

* Reverse pleat design

NOTES:
1. MERV 14 per ASHRAE Standard 52.2-2017. Performance based on 492 FPM face velocity for a 24x24 face size.
2. Rated face velocity 500 FPM.
3. Recommended final resistance 1.50" W.G.
4. Width and height dimensions are interchangeable. Filters can be installed with pleats vertical or horizontal.
5. Maximum Operating Temperature: 170°F (76.67°C).
6. Classified per UL 900 for flammability only.

Parker *ADVANTAGE*® MERV 16

Our best filter solution for applications such as hospitals, analytical labs, and clean rooms, requiring filtration from 0.5 to 1 microns. Captures mold spores, virus carriers, smoke, bacteria, and microscopic allergens.

Resistance vs. Face Velocity
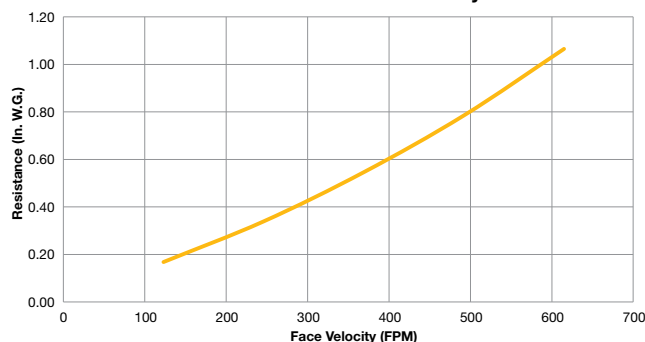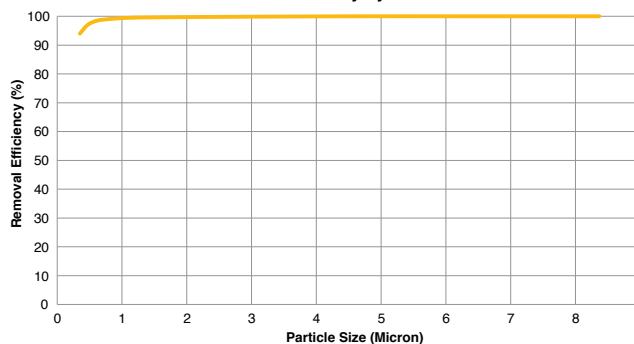
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Model Number	Nominal Size (W x H x D) Inches	Actual Size (W x H x D) Inches	Rated Air Flow Capacity (CFM)	Initial Resistance (Inches W.G.) @ Rated Air Flow	Media Area (Square Feet)
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PADV2-M16-03-NH-D-SA	12 x 24 x 2	11-3/8 x 23-3/8 x 1-3/4	1000	0.79"	25.1
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PADV2-M16-22-NH-D-SA	16 x 16 x 2	15-3/8 x 15-3/8 x 1-3/4	890	0.79"	21.8
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PADV2-M16-13-NH-D-SA	20 x 20 x 2	19-3/8 x 19-3/8 x 1-3/4	1400	0.79"	34.5
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PADV2-M16-12-NH-D-SA*	20 x 25 x 2	19-3/8 x 24-3/8 x 1-3/4	1750	0.79"	43.2
PADV2-M16-27-NH-D-SA	20 x 30 x 2	19-3/8 x 29-3/8 x 1-3/4	2085	0.79"	78.9
PADV2-M16-04-NH-D-SA	24 x 24 x 2	23-3/8 x 23-3/8 x 1-3/4	2000	0.79"	50.1
PADV2-M16-28-NH-D-SA*	25 x 25 x 2	24-3/8 x 24-3/8 x 1-3/4	2170	0.79"	54.4

* Reverse pleat design

NOTES:
1. MERV 16 per ASHRAE Standard 52.2-2017. Performance based on 492 FPM face velocity for a 24x24 face size.
2. Rated face velocity 500 FPM.
3. Recommended final resistance 1.50" W.G.
4. Width and height dimensions are interchangeable. Filters can be installed with pleats vertical or horizontal.
5. Maximum Operating Temperature: 170°F (76.67°C).
6. Classified per UL 900 for flammability only.

Parker
HVAC Filtration

Parker Filtration Group

Aerospace Filtration Division
Greensboro, North Carolina
336 668 4444

**Bioscience & Water
Filtration Division**
Bioscience Filtration
Oxnard, California
877 784 2234

Water Purification
Carson, California
310 608 5600

**Engine Mobile
Aftermarket Division**
Kearney, Nebraska
308 234 1951

**Engine Mobile Original
Equipment Division**
Modesto, California
209 521 7860

HVAC Filtration Division
Jeffersonville, Indiana
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**Hydraulic & Fuel
Filtration Division**
Metamora, Ohio
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**Industrial Gas Filtration &
Generation Division**
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Latin America Filtration Division
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+55 12 4009 3500

⚠ **WARNING:** This product can expose you to chemicals, including ethylbenzene, glass wool fibers, which are known to the State of California to cause cancer, and methanol, which are known to the State of California to cause birth defects and other reproductive harm. For more information go to www.P65Warnings.ca.gov.

Parker Hannifin Corporation
HVAC Filtration Division
100 River Ridge Circle
Jeffersonville, Indiana 47130
phone 866 247 4827
www.parker.com/HVAC

ᴘarker

ENGINEERING **YOUR** SUCCESS.

LMS TECHNOLOGIES, INC.
6423 Cecilia Circle
Bloomington, MN 55439
(952) 918-9060, Fax: (952) 918-9061

Test Report-ASHRAE Test Standard 52.2-2017 (New Classification)

Report #: **3977**

Test Requested By: **Parker Hannifin Corporation**   **Test Date: 09/26/2018**

Manufacturer: **Parker Hannifin Corporation**
Item #: **2961605**
Model#: **ADV-12A-04-D-SA**
Dimensions: **24" x 24" x 2"**
Number of Pleats: **Mini Pleats**
Filter Description: **White Mini Pleated Advantage Filter**
How Filter Obtained: **Provided by Parker Hannifin Corporation**

Test Results

Test Air Flow Rate(CFM)/Velocity (FPM)	**1968 cfm / 492 fpm**
Initial Resistance (in. WG)	**0.352"**
Final Resistance (in. WG)	**1.500"**
Minimum Efficiency Rating Value (**MERV**)	**MERV 13 @ 1968 cfm**
Minimum Average Efficiency 0.3 to 1.0 Microns (**E1**)	**63.4**
Minimum Average Efficiency 1.0 to 3.0 Microns (**E2**)	**89.6**
Minimum Average Efficiency 3.0 to 10 Microns (**E3**)	**97.8**
Dust Fed to Final Resistance (grams)	**75.0 grams**
Dust Holding Capacity (grams)	**74.2 grams**
Arrestance:	**98.9%**

Test Description

Temp & Humidity:	**71° F @ 40%**
Particle Analysis:	**Met One 3400**
Test Dust:	**ASHRAE 52.1 Dust**
Test Aerosol:	**KCl, Neutralized**
LMS#:	**5240**

Test Engineer : **Emile Tadros/Kevin Kwong/Pat Best/Jose Tizcareno/Kia Kiantaj**

Approved By: **K. C. Kwok, Ph.D.**

Data verified by LMS Calibration filter* Patent Pending

LMS Technologies, Inc.
6423 Cecilia Circle
Bloomington, MN 55439
(952) 918-9060, Fax: (952) 918-9061

Date :	September 26, 2018	Requested by :
Item #:	ADV-12A-04-D-SA	Parker Hannifin Corporation
Test Type :	52.2-2017 **REP# 3977**	Manufacturer :
Test Aerosol :	KCl, Neutralized	Parker Hannifin Corporation

ΔP (" H$_2$O)	0.352in.	0.391in.	0.639in.	0.926in.	1.213in.	1.500in.	*CME
Size Range (μm)	Fractional Efficiency (%)						
0.3-0.4	47.9	52.1	64.1	73.2	77.6	80.5	47.9
0.4-0.55	58.8	62.2	74.4	83.0	86.9	89.3	58.8
0.55-0.7	68.9	73.1	83.4	90.7	93.3	94.5	68.9
0.7-1.0	77.9	81.6	90.2	95.1	96.7	97.5	77.9
1.0-1.3	84.4	89.0	95.0	97.7	98.5	98.8	84.4
1.3-1.6	88.6	92.1	96.7	98.4	98.9	99.2	88.6
1.6-2.2	91.5	94.9	98.0	99.1	99.4	99.6	91.5
2.2-3.0	94.0	97.0	98.8	99.5	99.7	99.9	94.0
3.0-4.0	95.9	98.7	99.4	99.8	99.9	100.0	95.9
4.0-5.5	97.5	99.6	99.8	99.9	100.0	100.0	97.5
5.5-7.0	98.6	99.8	99.9	100.0	100.0	100.0	98.6
7.0-10.0	99.3	99.9	100.0	100.0	100.0	100.0	99.3

Fractional Efficiency versus Particle Diameter
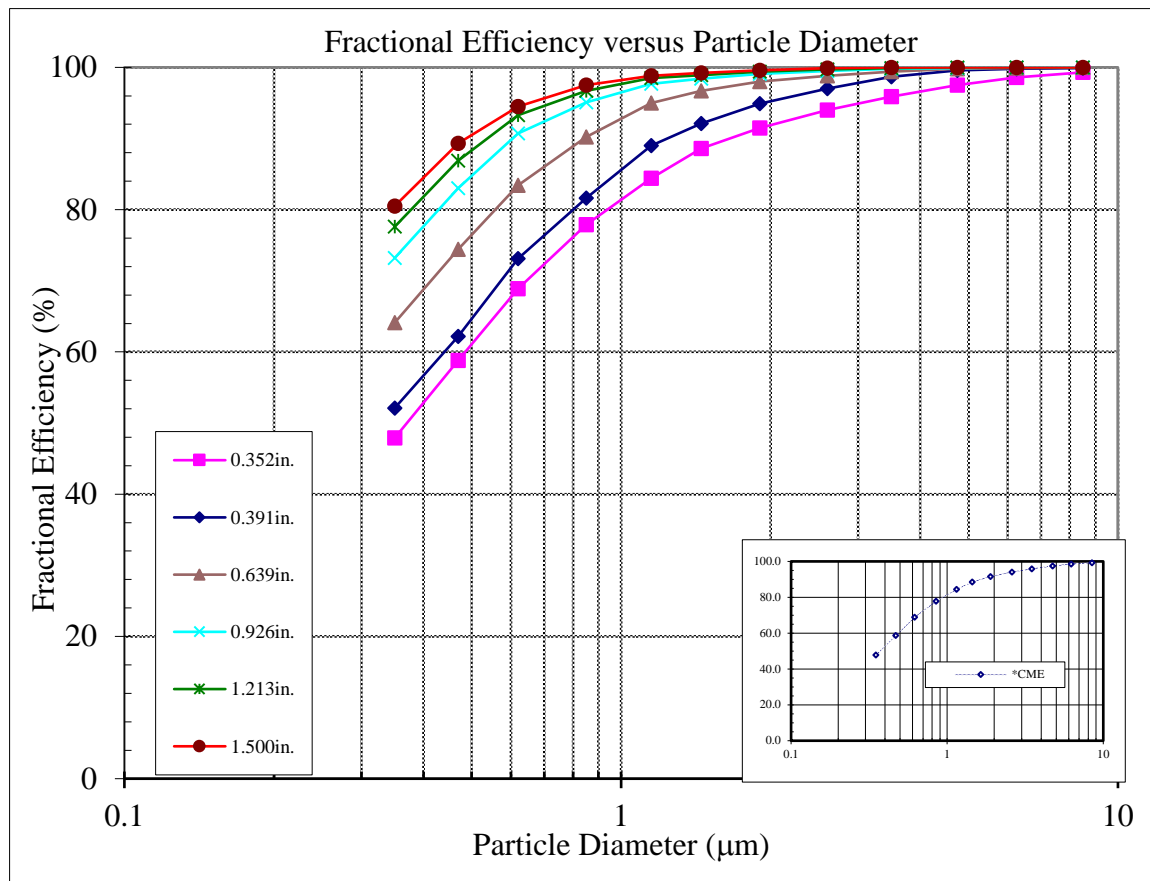
ENGINEERING APPROVAL

K.C. KWOK, PH.D._____

Date:	September 26, 2018	Test Requested by :
Item #:	ADV-12A-04-D-SA	Parker Hannifin Corporation
Test Type :	Pressure Drop of Clean Filter	Filter Manufacturer :
	For ASHRAE **52.2-2017** **REP# 3977**	Parker Hannifin Corporation

Flow Rate CFM	Velocity FPM	dP (mm H2O)	Pressure drop ("H2O)	% of Rated Airflow	Dust fed	Pressure drop
0	0	0.00	0.000	0%	0.00	0.352
492	123	1.47	0.058	25%	5.80	0.391
984	246	3.47	0.137	50%	38.70	0.639
1476	369	5.96	0.235	75%	59.50	0.926
1968	492	8.94	0.352	100%	70.60	1.213
2460	615	12.50	0.492	125%	75.00	1.500

Pressure Drop vs. Air Flow Rate

Pressure Drop vs. Dust fed

Poly Shield XI 3-Ply
Panels & Continuous Links
MERV 11

Dustlok® Composite Adhesive • Spor-Ax® Antimicrobial

**Mechanical
MERV 11
No Electrostatic
Charge**

MERV 11
Poly Shield XI
3-Ply
Panels & Links

Spor-Ax® Antimicrobial
Dustlok® Composite Adhesive
*Renews Its Effectiveness
Throughout The Life Of The Filter*

Highly Efficient
Mechanical MERV 11

Poly Shield XI panels combine MERV 11 efficiency with the benefits of dual-density media. The unique media design will provide superior dust holding and long service life. Manufactured with Dustlok Composite Adhesive, an aggressive adhesive that has the ability to absorb particles and **continuously renew its effectiveness**.

Spor-Ax Antimicrobial
Keeps Filter Media
Free From Mold, Mildew,
Algae & Fungi

Fiber Bond's Spor-Ax antimicrobial is part of the manufacturing process, not a costly, post-application. The elimination of microbial growth reduces resistance and extends service life.

Poly Shield XI MERV 11 Panels

• Designed with a unique, high-denier air entering layer of media that provides superior dust holding.

• One panel delivers 3-stages of filtration. First stage designed for depth-loading; second stage captures particulate and keeps it from filtering through the media; third stage, Dustlok composite adhesive, absorbs particles and continuously renews its effectiveness.

• Manufactured with Spor-Ax antimicrobial to effectively control the growth of mold, mildew, algae and fungi on the filter media.

• Exceeds new construction phase requirements for LEED certification program.

FIBERBOND

Poly Shield XI 3-Ply Panel Technical Data

Poly Shield XI 3-Ply Panel

Filter Media: Polyester
Initial Resistance: 0.45" w.g. at 492 fpm
Flammability: UL 900 Classified
Performance: MERV 11
Recommended Final Resistance: 1.0" w.g.
Maximum Operating Temperature: 200° F

Poly Shield XI Panel Specifications

Panel shall be a distinct 3-ply design comprised of polyester fibers.

The air leaving side shall be purple in color and contain a non-migratory, non-drying, Dustlok composite adhesive coating all downstream fibers.

An internal 9-gauge support grid with up to two cross wires seals the panel in place, preventing fluttering and dirt bypass.

Media shall contain Spor-Ax antimicrobial which effectively controls microbial growth on the filter media.

Media shall be MERV 11 in accordance with ASHRAE 52.2-2012

Panel test results in accordance with internal Fiber Bond test method ASHRAE 52.2-2012 (M)

Fiber Bond has a policy of continuous improvement and reserves the right to alter design and specifications without notice.

April 2015

Poly Shield XI 3-Ply Panel Resistance vs Air Flow

0.45" w.g.
at 492 fpm

Air Flow (CFM)
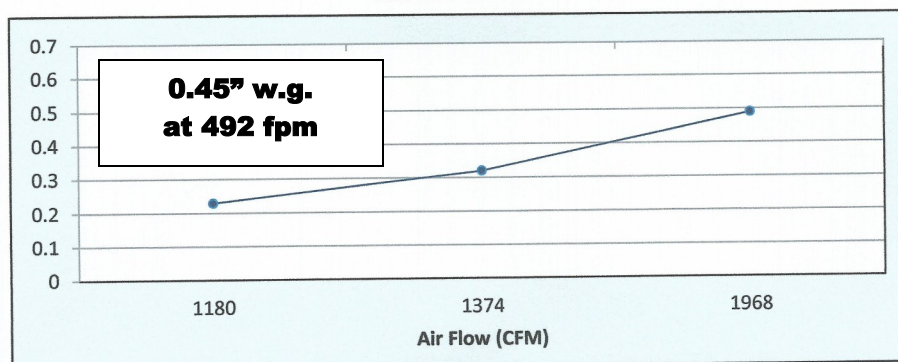
Poly Shield XI 3-Ply Panel Initial Particle Removal Efficiency

MERV 11
at 492 fpm

Removal Efficiency (%)

Particle Size (Microns)

110 Menke Road, Michigan City, IN 46360 ● Phone (219) 879-4541 ● Fax (219) 874-7502
Email: customer.service@fiberbond.net ● www.fiberbond.net
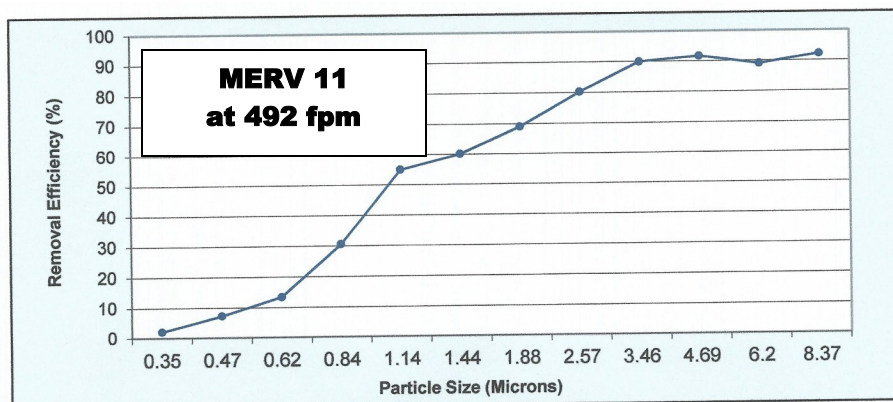
Appendix B
Air Handling Equipment Outside Air Damper Position Schedule and Air Quality memo

MMSD Min OA Wire Sheet Pages:

(For overriding minimum OA damper positions)

MADISON METROPOLITAN SCHOOL DISTRICT

Building and Administrative Services | 4711 Pflaum Rd. | Madison, Wisconsin 53718-6721 | 608-204-7900 | buildings.mmsd.org

Chad Wiese, Executive Director | Carlton D. Jenkins, Ph.D., Superintendent of Schools
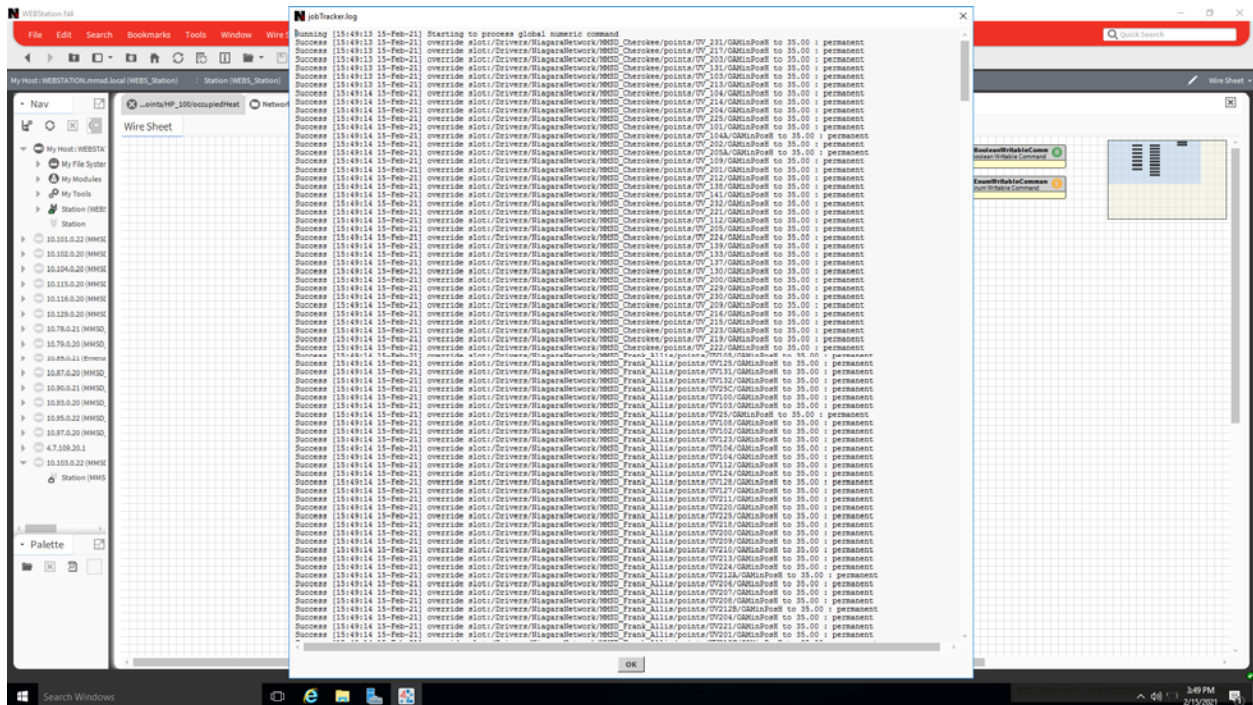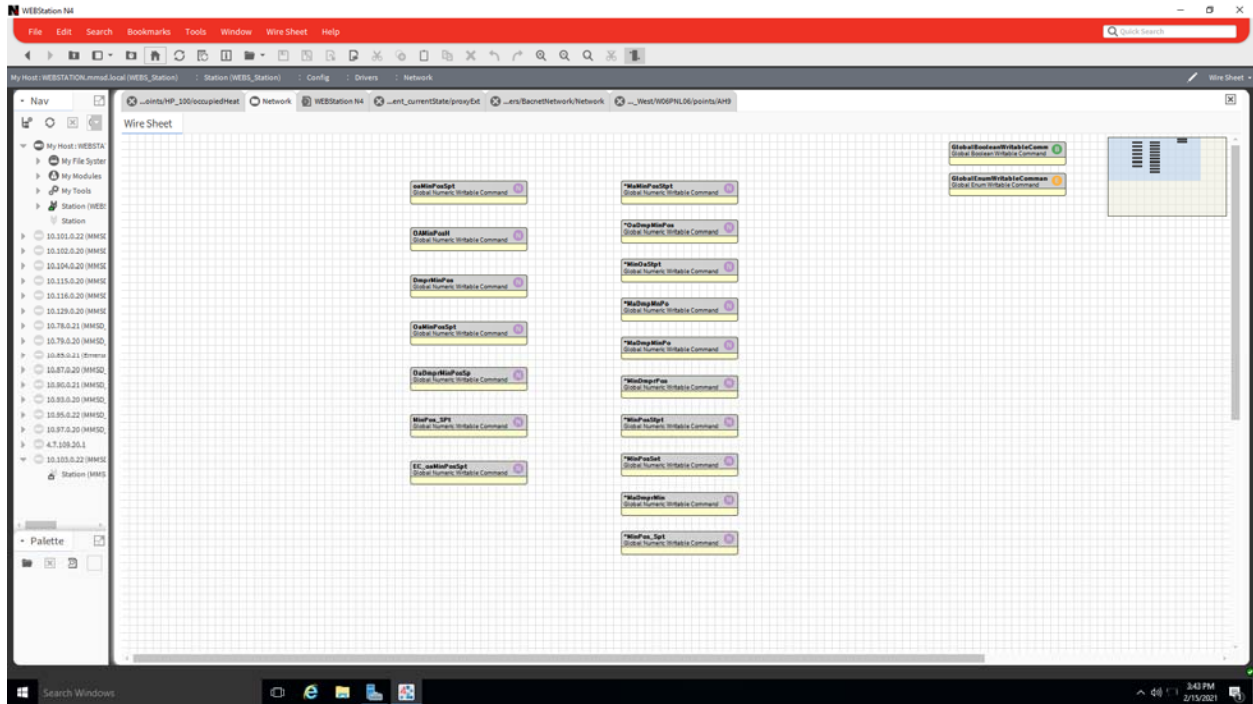
To: MMSD Board of Education
From: Chad Wiese - Executive Director of Building and Administrative Services
Item: Air Quality Improvements in Schools - COVID 19
Date: September 10, 2020

This memo addresses current recommendations related to improved air quality in occupied spaces in MMSD.

It is the goal of Building Services to make every responsible modification to the existing air handling systems in MMSD to make schools as safe as possible. We are working closely with industry experts, vendors, area school districts, Human Resources, Health Services, and Budget and Accounting on this proposal.

Many variables and factors were taken into consideration. These included the utilization and functionality of existing mechanical systems, national standards related to indoor air quality, and lead times and expenses for major mechanical modifications.

Current Recommendations

Improve District-wide indoor air quality in all occupied spaces throughout MMSD.

HVAC systems will be operated per CDC and ASHRAE (American Society of Heating, Refrigerating and Air-Conditioning Engineers) recommendations to reduce airborne exposures:

      a. **Ensure ventilation systems operate properly and provide acceptable indoor air quality for the current occupancy level.**
      b. **Increase outdoor air ventilation to the maximum level.**
      c. **Disable any existing demand-controlled (user-controlled) ventilation (DCV).**
      d. **Improve central air filtration to the maximum allowable amount per equipment specifications.**
      e. **Keep air systems running longer, even during unoccupied times.**

The vast majority of classrooms and offices in MMSD buildings are served by forced air central systems and hydronic terminal devices (in classroom units that bring in outside air). Central air handling units and terminal equipment in these systems are equipped with air filters that are designed to clean the air as it circulates through the filter media. Per ASHRAE Epidemic Task Force for Schools and Universities Guidelines, the scope of this project includes filtration level upgrades that are maximized for HVAC equipment capabilities. Most equipment in MMSD buildings currently contain MERV 8 (Minimum Efficiency Reporting Value) filter media, which has an atmospheric dust spot efficiency of 30 - 35% and a particle size filtering range of 3 to 10

![Madison Metropolitan School District]

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microns. Proposed filtration efficiency levels will be MERV 10 to MERV 13, based on individual fan pressure capabilities and filter media availability. The proposed MERV 10-13 filters have an atmospheric dust spot efficiency range of 50 - 90% and a particle size filtering range of 0.3 to 3.0 microns. Although coronavirus is in the range of .06 to .14 microns, virus particles are always bonded to other aerosols and air droplets, which allows a majority of these particles to be trapped in MERV 10-13 filters as the air is recirculated through each space.

The air filters in all MMSD buildings are scheduled to be replaced a minimum of three times per year. Improved filter efficiencies along with control adjustments for increased ventilation rates and flushing times will be incorporated in the plan to protect the health and safety of building occupants.

Other considerations for the future have pros and cons that should be evaluated based on science and resource limitations:

BPI: Needlepoint bipolar ionization (BPI) is a commercially available technology that produces a stream of ions that can capture gaseous and particulate contaminants in the air, including volatile organic compounds (VOCs) and odors. Ionization technology provides fly by kill at the air handler and the ionized particles make their way down into the occupied space to inactivate viruses, bacteria, and mold. Although this technology shows some promising lab results, scientific peer-reviewed studies are lacking and ionization is not specifically approved by DSPS and the EPA due to the possible generation of ozone.

UVGI: Ultraviolet Germicidal Irradiation (UVGI) is a disinfection method that uses short-wavelength ultraviolet (ultraviolet C or UV-C) light to kill or inactivate microorganisms by destroying nucleic acids and disrupting their DNA. Although UVGI is an established means of disinfection and can be used to prevent the spread of certain infectious diseases, there are a number of issues with implementing this technology District-wide. First, UV exposure is hazardous to humans and must be used in remote air handlers or upper air units where there is no risk of direct contact with eyes and skin. Airstream disinfection requires high-intensity UV-C lamps due to the constant movement of air, which results in high maintenance costs for lamp replacements and increased utility costs. With UV-C, mold, bacteria and virus reduction occurs only at the air handler and not in the breathing zone and certain wavelength UV-C can generate ozone. There is also no benefit for mold and VOC's with this technology.

Stand Alone HEPA Air Cleaners: Air cleaners are usually separate appliances designed for a single room or a certain square footage area. These packaged stand-alone units can incorporate a variety of air cleaning technologies but almost always contain a HEPA (High-Efficiency Particulate Air) filter, with an efficiency rating of 99.97% on particles as small as 0.3 microns. This type of equipment was originally designed for clean room and laboratory applications but has recently crossed over to the residential market. Per ASHRAE Position Document on Filters and Air Cleaners, modest empirical data has shown that mechanical

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filtration will have positive effects on health but data on air cleaners using multiple technologies is sparse and inconclusive. There are also considerable cost implications to consider when outfitting stand-alone air cleaners with an estimated $2 to $3 million dollars to purchase, install, and maintain HEPA filters in each occupied space throughout MMSD. Another drawback with these units is that they contain an internal fan and can run in the 50 to 60 dB range for sound emission. This would not be acceptable to most classroom teachers. Also, in the summer months, air cleaners with HEPA filters have been known to grow mold and bacteria within the filter. For the time being, MMSD is not supporting individual purchases of HEPA Air Cleaners.

Closing

We believe air filtration is one piece of a comprehensive COVID-19 safety plan. The above current proposal is feasible, in line with national guidelines, and makes the air in our schools safer than most homes and commercial buildings. As additional science becomes available, new considerations can be evaluated. We wanted you to have the most up to date information and the knowledge that we are very carefully addressing the air quality in our schools.

Other essential components to the comprehensive COVID-19 safety plan involve continuing to utilize a layered approach to risk- reduction strategies to stop the spread of disease from person-to-person. ***These include maintaining 6 feet physical distance, mask-wearing for both adults and students, frequent hand washing, cough and sneeze etiquette, symptom screening, appropriate personal protective equipment, contact tracing, and other safety measures.*** Each of these strategies complements the other to mitigate the overall risk of transmission. Air filtration is one of those strategies. All the strategies must work together to ensure a safe and healthy school.

Appendix C
Air Cleaner Information

| | MMSD AIR PURIFIERS | | | | | | | | |
| | TAG #: AP-school code-series #-date code | | | | | | | | |

School Number	School	TAG NUMBER	ROOM #	COMMENT	TAG NUMBER	ROOM #	COMMENT	TAG NUMBER	ROOM #	COMMENT
001S	Allis	AP001-01-10-1-20	103		AP001-02-2-22-2q	100				
246S	Badger Rock	AP340-01-2-10-21	202							
210S	Blackhawk/Gompers	AP201-01-10-2-20	146		AP210-02-2-22-21	184				
052S	Chavez	AP052-01-10-2-20	100B		AP052-02-02-19-21	100B				
203S	Cherokee	AP203-01-10-1-20	118		AP203-02-2-19-21	118				
004S	Crestwood	AP004-01-12-4-20	228	NEW STYLE	AP004-02-2-19-21	**218B**				
301S	Doyle	AP301-01-1-05-21	11	NO NURSE	AP301-02-1-05-2021	12				
141S	East	AP141-01-10-2-20	1029		AP141-02-2-22-21	1029				
006S	Elvehjem	AP006-01-09-30-20	115		AP006-02-2-22-21	131				
007S	Emerson	AP007-01-10-2-20	108B		AP007-02-2-22-21	101				
011S	Falk	AP011-01-12-4-20	107	NEW STYLE	AP011-02-2-19-21	?				
008S	Franklin	AP008-01-10-7-20	24AB		AP008-02-2-19-21	22				
009S	Glendale	AP009-01-10-1-20	114		AP009-02-2-23-21	122				
234S	Hamilton/Van Hise	AP234-01-12-4-20	134A	NEW STYLE	AP234-02-2-19-21	132				
012S	Hawthorne	AP012-01-10-2-20	111B		AP012-02-2-22-21	100				
013S	Hoyt			NO NURSE						
038S	Huegel	AP038-01-11-18-20	154E	NEW STYLE	AP038-02-2-19-21	150				
245S	Jefferson	AP245-01-10-2-20	108N		AP245-02-2-19-21	102A				
036S	Kennedy	AP036-01-09-30-20	127		AP036-02-2-22-21	128C				
142S	LaFollette	AP142-01-10-1-20	1010		AP142-02-2-23-21	1046				
014S	Lakeview	AP014-01-10-2-20	115		AP014-02-2-22-21	100A				
016S	Lapham	AP016-01-10-7-20	114		AP016-02-2-22-21	113A				
072S	Leopold	AP072-01-12-4-20	118	NEW STYLE	AP072-02-2-22-21	214				
037S	Lincoln	AP037-01-11-17-20	100	NEW STYLE	AP037-02-2-19-21	3				
071S	Lindbergh	AP071-01-10-1-20	126A		AP071-02-2-22-21	100				
019S	Lowell	AP019-01-10-1-20	124B		AP019-02-2-22-21	124D				
220S	Marquette/O'Keeffe	AP220-01-12-4-20	106	NEW STYLE	AP220-02-2-22-21	117				
145S	Memorial	AP145-01-102-20	621		AP145-02-2-24-20	620				
021S	Mendota	AP021-01-10-2-20	105		AP021-02-2-22-21	123				
022S	Midvale	AP022-01-10-1-20	115		AP022-02-2-24-21	116A				
017S	Muir	AP017-01-12-4-20	150C	NEW STYLE	AP017-02-2-19-21	59B				
065S	Nuestro Mundo	AP065-01-12-18-2020	9		AP065-02-2-23-21	28				
062S	Olson	AP062-01-10-2-20	100C		AP062-02-2-19-21	106				
309S	Pflaum			NO NURSE						
026S	Randall	AP026-01-10-7-20	117		AP026-02-2-19-21	120				
053S	Sandburg	AP053-01-10-2-20	118		AP53-02-2-22-21	124				
227S	Schenk/Whitehorse	AP227-01-9-30-20	106B		AP227-02-9-30-20	106		AP227-03-02-22-21	108	
242S	Sennett	AP242-01-10-1-20	109A		AP242-02-2-23-21	112F				
228S	Sherman/Shabazz	AP228-01-10-1-20	120E		AP228-02-2-22-21	120G				
029S	Shorewood	AP029-01-12-4-20	110	NEW STYLE	AP029-02-2-19-21	117				
231S	Spring Harbor	AP231-01-10-8-20	109D-A		AP231-02-2-19-21	100				
032S	Stephens	AP032-01-12-4-20	122D	NEW STYLE	AP032-02-2-19-21	21				
023S	Thoreau	AP023-01-10-1-20	114E		AP023-02-2-19-21	114D				
225S	Toki/Orchard Ridge	AP225-01-12-4-20	120	NEW STYLE	AP225-02-2-19-21	123				
143S	West	AP143-01-10-7-20	2071		AP143-02-2-23-21	2071				
239S	Wright	AP239-01-12-4-20	1306	NEW STYLE	AP239-02-2-19-21	1408				

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Home > InvisiClean Aura II 4 in 1 Air Purifier

InvisiClean Aura II 4 in 1 Air Purifier - IC-5018

○ ○ ○ ○ ○ ○

InvisiClean Aura II 4 in 1 Air Purifier

★★★★★ 9 Reviews Add Your Review

IN STOCK   SKU IC-5018

On Sale: $159.99
~~List Price: $399.99~~

Qty   1   ⌃
              ⌄

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10

Details ⌃

The InvisiClean Aura II 4 in 1 Air Purifier is a very powerful air cleaning system in a small package. There are 4 levels of cleaning: True HEPA, activated charcoal pre-filter, ionizer, and UV-C light. Each level of cleaning will help clean and purify the area in your home or office. Capturing up to 99.985% of particles in the air, you will have a cleaner environment. This model is 17.75 x 12.34 x 6.25 inches. The air purifier is lightweight and compact in size that can be carried to different parts of your home. The air purifier performs best in medium to large size rooms up to 319 sq ft.

- True HEPA filter captures 99.985% of all airborne particles up to 0.3 microns in size. High quality filter paper made in South Korea.

- Four levels of cleaning with an activated charcoal pre-filter, True HEPA filter, UV-C light, and ionizer. All functions can be controlled independently.

- Using a high efficiency motor, the air purifier is very powerful using only a small amount of power.

- Four power levels: Low, Med, High, and Turbo.

- Noise Levels: 31 dB (Low), 43 dB (Med), 53 dB (High), 60 dB (Turbo)

- Power Usage: 3 Watts (Low), 10 Watts (Med), 24 Watts (High), 47 Watts (Turbo)

- Features sleep mode which will turn off all lights for complete darkness and a timer to turn off automatically after 2, 4, or 8 hours.

The air purifier is independently laboratory tested and approved with Intertek / ETL for electrical safety, CARB (California Air Resources Board) approved, ozone emissions certified, CE, and UL-867 approved.1 year warranty included.

Specifications ⌄

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Related Products

[InvisiClean Replacement Carbon Prefilter 4 Pack for IC-5018 and IC-5120](#)

$19.95

[InvisiClean True Hepa / Activated Carbon Replacement Filter for IC-5018 and IC-5120](#)

$34.95

[InvisiClean True HEPA Replacement Filter for IC-5018 and IC-5120](#)

$29.95

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New

InvisiClean Sensa Air Purifier - IC-5120

○ ○ ○ ○ ○ ○ ○

InvisiClean Sensa Air Purifier

★★★★★ 15 Reviews   Add Your Review

SOLD OUT   SKU IC-5120

On Sale: $149.95
~~List Price: $499.95~~

Please enter your email address to be notified when this item comes back in stock

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Details   ⌄

Specifications   ⌃

Input Power	AC: 100 V-240 V, 50~60 Hz
Power Cord Type	Attached, Not Removable
Power Usage	3W (Low) - 47W (Turbo)
Item Weight	8.9 lbs
Dimensions	17.75 x 12.34 x 6.25 inches
Fan Speeds	5 Fan Speeds + Turbo
Maximum CADR	170 CFM
HEPA Type	True HEPA 99.97%
Filter Type	True HEPA with Charcoal Pre-Filter
Coverage Area	319 sq ft
Ionizer	No
UV-C Light	No
Sleep Mode	Yes (turns off all external lights)
Timer	Yes - 2HR/4HR/8HR
Noise Level	30dB (Low) - 55 dB (Turbo)
Filter Reset Indicator	Yes
Warranty	1 Year

Reviews (15)

Related Posts (1)   ⌄

Manuals   ⌄

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TEST REPORT

Receipt No.　　　　　: TSI-12-031-1
Company name　　　 :
Applicant address　　:
Representative　　　 :
Presented sample name : A H13
Test item　　　　　 : Efficiency, Resistance

Test conditions　　　:
　　　1) Testing equipment　: Fractional efficiency filter tester(TSI 3160)
　　　2) Test method　　　 : BS EN 1822-3(Testing flat sheet filter media)
　　　3) Sample size　　　 : 100 cm^2
　　　4) Flow rate　　　　 : 32 ℓ/min
　　　5) Test aerosol　　　 : NaCl

Test Results

Test items	Results	Test sample
Resistance (mmH$_2$O)	3.663	
Penetration at 0.3 μm (%)	0.015	
Efficiency at 0.3 μm (%)	99.985	

Use　　　: Analysis

Note　　 : This report should not be used for the purpose of propaganda, lawsuit and other legal requirements except for the defined use.

This is to certify that the test has been made for the commodities prepared by the applicant.

Date　　　　　　　　　　October, 22, 2012

Certificated by　　　THE PRESIDENT OF THE KOREA INSTITUTE OF INDUSTRIAL TECHNOLOGY

※ This test report may not be valid when certain unexpected conditions are occurred.(e.g. over-temperature, over-humidity, etc)

KITECH 한국생산기술연구원

TSI Fractional Efficiency Filter Test

FILTER DATA:

Product name:	A H13
Type:	Air filter media
Description:	
Company	E&H
Person	---
Material	---
Test Aerosol	NaCl
Operator	KITECH

NOMINAL DATA:

Nominal penetration [%]:	---	at 0 µm
Filter size:	11.29cm diameter	
Nominal flow rate [l/min]:	32.0	
Nominal resistance [mmH2O]:	0.0	
Remarks:	---	

TEST CONDITIONS:

Date:	10-19-2012	Time:	12:00:39
Operator:	KITECH		
Temperature [°C]:	21.7	Pressure [hPa]:	1013.1
Rel. humidity [%]:	45.3		
Flow rate [l/min]:	32.148	Face velocity [cm/s]	5.358

UP/DOWN CORRELATION

Particle Size [µm]	Up/Down Correlation
0.1	1.044
0.12	1.035
0.2	1.013
0.25	1.016
0.3	0.981
0.4	1.026
0.5	0.982
0.6	1.129

TEST RESULTS:

Resistance [mmH2O]:	3.66
Penetration [%]:	0.245708
Efficiency [%]:	99.754292
MPPS [µm]:	0.6

TSI Fractional Efficiency Filter Test

Fractional Efficiency
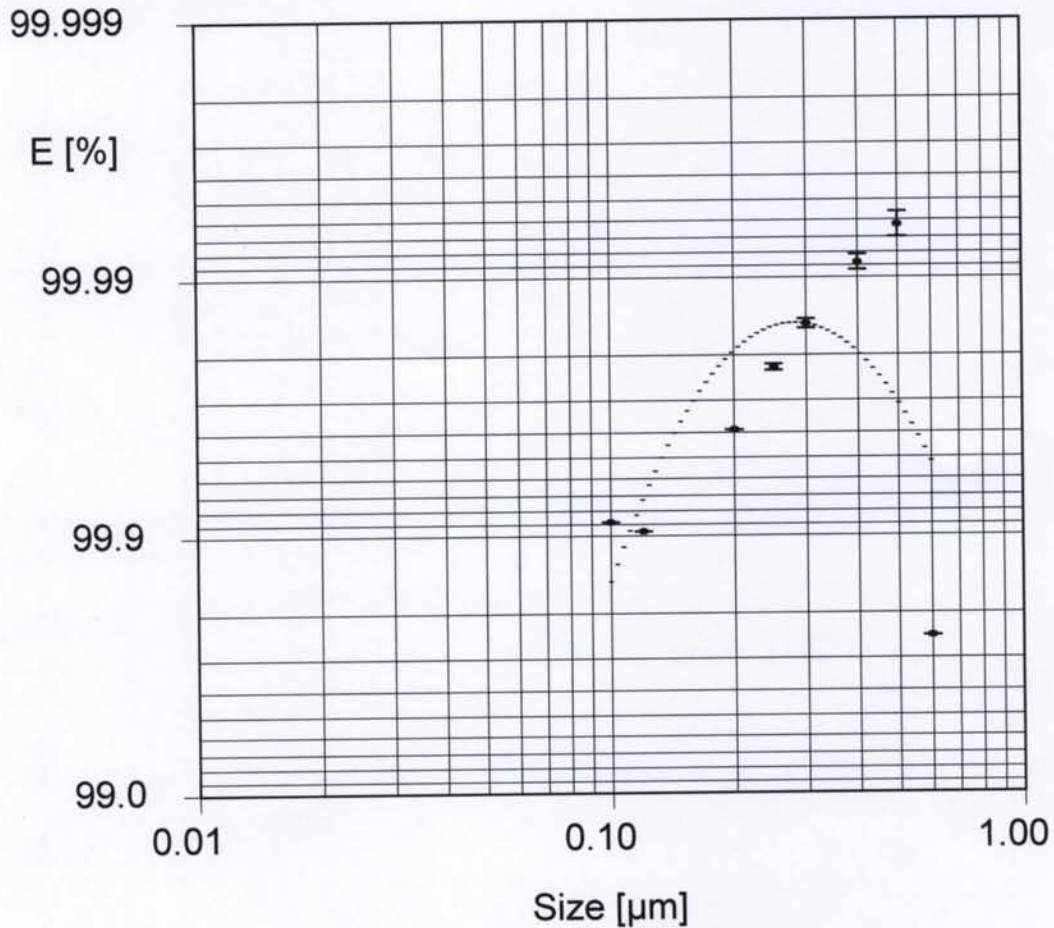
D (µm)	Eff. (%)	Pen. (%)	P-95% (%)	Resistance (mmH2O)	C-up (1/cm³)	C-dn (1/cm³)	Counts-dn
0.100	99.911546	0.088454	0.088454	3.682	1.76E+05	1.56E+02	1.08E+05
0.120	99.904013	0.095987	0.095987	3.663	9.43E+04	9.05E+01	6.13E+04
0.200	99.961028	0.038972	0.038972	3.646	4.77E+04	1.86E+01	1.30E+04
0.250	99.977727	0.022273	0.022908	3.635	3.13E+04	6.98E+00	4.73E+03
0.300	99.984878	0.015122	0.015754	3.663	2.07E+04	3.13E+00	2.20E+03
0.400	99.991234	0.008766	0.009356	3.683	1.07E+04	9.38E-01	848.0
0.500	99.993727	0.006273	0.006969	3.67	5.51E+03	3.46E-01	312.0
0.600	99.754292	0.245708	0.245708	3.635	7.68E+03	1.89E+01	1.27E+04

TSI Fractional Efficiency Filter Test

iles\TSI\CertiTest\DataBases\1025-3.mdb

Date: 10/19/2012   Time: 12:00:39

FILTER DATA:

Company E&H
Person ---
Product name: A H13   **Material** ---
Type: Air filter media test **Aerosol** NaCl
Description: **Operator** KITECH

NOMINAL DATA:

Nominal penetration [%]: ---   at 0 µm
Filter size: 11.29cm diameter
Nominal flow rate [l/min]: 32
Nominal resistance [mmH2O]:
Remarks: ---

TEST CONDITIONS:

Temperature [°C]: 21.7
Flow rate [l/min]: 32.148   **Pressure [hPa]:** 1013.1
Face velocity [cm/s] 5.358   **Rel. humidity [%]:** 45.3

TEST RESULTS:

Resistance [mmH2O]: 3.660
Penetration [%]: 0.245708
Efficiency [%]: 99.754292
MPPS [µm]: 0.60000
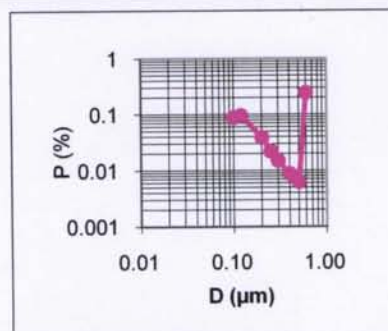
D (µm)	Pen. (%)	P-95% (%)	C-up (1/cm³)	C-dn (1/cm³)	Counts-dn	Sampling (s)
0.10000	0.088454	0.088454	1.8E+05	1.6E+02	108476	30
0.12000	0.095987	0.095987	9.4E+04	9.1E+01	61314	29
0.20000	0.038972	0.038972	4.8E+04	1.9E+01	13007	30
0.25000	0.022273	0.022908	3.1E+04	7.0E+00	4729	29
0.30000	0.015122	0.015754	2.1E+04	3.1E+00	2198	30
0.40000	0.008766	0.009356	1.1E+04	9.4E-01	848	39
0.50000	0.006273	0.006969	5.5E+03	3.5E-01	312	39
0.60000	0.245708	0.245708	7.7E+03	1.9E+01	12713	29

Appendix D
ASHRAE Filtration Particulate Efficiency

Epidemic Conditions in Place

Filter Droplet Nuclei Efficiency / Particle Size Expectations

The filters were then grouped into each MERV rating and then the average of each range was calculated.

The following table shows the MERV rating and associated filter efficiency.

MERV Rating (Based on 52.2-2017)	E1 (%)	E2 (%)	E3 (%)
4	10.3	29.9	11.9
5	8.0	28.0	33.0
6	7.8	30.0	43.5
7	10.8	36.6	55.6
8	15.1	51.6	73.7
9	17.8	52.4	84.8
10	16.6	59.0	86.7
11	33.9	69.4	90.1
12	37.6	86.1	99.8
13	66.3	92.4	97.8
14	81.4	96.6	99.3
15	86.4	97.8	99.1
16	95.0	98.0	98.0

Epidemic Conditions in Place

Filter Droplet Nuclei Efficiency / Particle Size Expectations

Using the distribution of potential virus particles and the efficiency of the filter in each of the ranges, the following is the table of the Filter Droplet Nuclei Efficiency to be used in the equivalent outdoor air calculations.

MERV Rating (Based on 52.2-2017)	Filter Droplet Nuclei Efficiency
4	16.80%
5	26.55%
6	32.45%
7	41.13%
8	55.57%
9	62.00%
10	64.65%
11	72.86%
12	83.39%
13	89.93%
14	94.94%
15	96.18%
16	97.40%

The filter's Droplet Nuclei Efficiency can now be used to determine the equivalent outdoor air that it will generate when calculating the time to achieve the Pre- or Post-Occupancy Flushing Strategy.
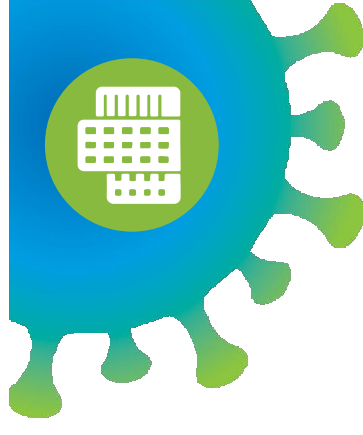
Appendix E
Domestic Water Flushing Procedures and Cleaning Procedures

Flushing Procedure for Periods of Low Water Usage

Mike MacDonald <mmacdonald@madison.k12.wi.us>   Fri, May 29, 2020 at 4:11 PM
To: Head Custodians <headcustodians@madison.k12.wi.us>
Cc: David Kapp <dkapp@madison.k12.wi.us>, Alisa F Brown <afbrown2@madison.k12.wi.us>, Chad Wiese <cwiese@madison.k12.wi.us>, Brandon L Halverson <blhalverson@madison.k12.wi.us>, Jeff Fisher <jjfisher@madison.k12.wi.us>, John Hagen <jahagen@madison.k12.wi.us>

Based on the recommendations from the CDC, Dane County Public Health and ESPRI, we have developed a new Flushing Procedure that will need to be performed every 2 weeks throughout the spring/summer while our buildings have little water usage.

This procedure requires flushing of all cold water taps (similar to lead flushing) and also flushing of all hot water fixtures in the building. Please consider this a very High Priority Safety-Related job duty. When stagnant water sits in the piping system for extended periods of time, the disinfectant begins to dissipate and the water can became a breeding ground for harmful bacteria. It is very important to flush out all stagnant water from your plumbing system per the Guidelines below.

The first system flushing should be done the week of June 1. You will then be required to do this once every two weeks and the data must be logged on the Unoccupied Building Flushing Log (Link to Log Sheet in the Instructions below). Make sure you are on the tab for your building at the bottom of the sheet before you enter flushing data.

For those of you that have Day Care starting up in June, please perform this procedure twice during the week of June 1 and make sure to enter data on the Google Sheet.

Summer Flushing Guidelines:
https://docs.google.com/document/d/1uS7gqc8aNBbd7r9lZ-f5ErAjUTwpclxSt9-IM7Ixiu0/edit#heading=h.gjdgxs

Thank you for everything you do to keep everyone in our buildings safe.
Let me know if you have questions.

Mike

--
Michael MacDonald
Facilities Manager
Madison Metropolitan School District
Phone: (608) 204-7915
Fax: (608) 204-0374

Unoccupied Building: Hot & Cold Water Flushing Procedure

As our buildings sit unoccupied, there are a few additional preventative maintenance tasks to add to your schedule. Bi-weekly Hot & Cold Water Flushing is one of the most important tasks.

This flushing is different from seasonal (spring/summer/winter break) Lead Flushing/Aerator Cleaning. You'll be flushing both hot and cold water through all of the fixtures in your building (including locker room showers, safety showers, hard-plumbed eyewash stations, ice machines, etc.) to prevent the growth of bacteria, such as legionella. The goal is to replace ALL of the stagnant water in your building's piping system and holding tanks with fresh supply water.

Every-other week while your building is unoccupied, do a flush of your entire water system:

- Flush building zone by zone, flushing cold taps first and then hot taps. The first zone to be flushed is the one nearest the main building supply, working outward from the water meter.
- Close valves and disconnect any hoses to prevent backflow of contaminants.
- Clean shower heads, faucets, and sprayers in the zone to be flushed.
- Remove all aerators in the zone to be flushed.
- Flush **ALL cold water fixtures** in the zone by turning cold taps wide open for <u>10</u> minutes with aerators removed (don't forget non-potable fixtures: showers, locker rooms, mechanical rooms, exterior hose bibbs, science labs, and custodial spaces).
- After completing cold water flush, repeat the flushing procedure for **ALL hot water fixtures** in the zone. Drain hot water tanks where possible and refill with fresh water.
- Clean and replace aerators.
- Log data on the [Unoccupied Building Flushing Log](#) and move to the next furthest zone from the water meter.

To keep track of your building's hot and cold water flushing activities, we've created a log sheet (similar to the one rolling out to track seasonal lead flushing) which is a Google Sheets document located **[here](#)**. For those who want to print physical copies of the log sheet, there is a blank copy you can print and use, **[link here](#)**. The data from any printed sheets shall be entered on the Google Sheets document immediately after flushing (no scanning/emailing/faxing); if you need training or a quick refresher on how to do this, Angela, Jeff, John, and Dave are available for remote and face-to-face training.

Keeping your plumbing system free of bacteria ensures a healthy work environment now, and a healthy school when staff and students return. Thank you in advance for flushing your hot and cold water!

HVAC - Action Needed

David Kapp <dkapp@madison.k12.wi.us>   Mon, Jan 11, 2021 at 1:50 PM
To: David Kapp <dkapp@madison.k12.wi.us>
Bcc: mmacdonald@madison.k12.wi.us

For your immediate attention - please see below from Mike MacDonald.

While the list seems lengthy, it is imperative that these tasks be completed BEFORE staff and students return to school. There are some date deadlines below. Many of you probably have much of this done, to boot.

Please let Mike or me know if you have any questions.

All mechanical equipment that serves occupied spaces shall be inspected during the month of January (Unit Ventilators, VAV boxes, Booster Coils, Air Handlers).
To document this, please print out a blank copy of the building floor plan and log each unit after it is inspected (enter a date in the location of the equipment on the plan). Add notes for issues found.
Email or fax the completed floor plans to Mike MacDonald, cc: John and Jeff.
Enter Work Orders for any issues that were not able to be corrected.
All inspections to be completed by 2/5/21.

Unit Ventilators:
1. Enter the room and make sure the unit goes into the occupied mode and the fan is running.
2. Check to see that the unit is controlling to the thermostat setpoint. (Room should not be unusually hot or cold).
3. Remove all access covers.
4. Turn power Off.
5. Remove any debris (paper, crayons, etc.) from the coil section, dampers and end-pockets. (Vacuum out inside of cabinet if excessively dirty).
6. Check to make sure the air filter has been changed and dated.
7. Check the coil to make sure it is clean (Should have been cleaned over the summer).
8. Check the coil, piping and valves for any signs of leakage.
9. Check over all wiring and pneumatic piping for any loose connections or air leaks.
10. Check outside air damper actuator and heating valve actuator to make sure they have not come loose.
11. Fan motor and shaft bearings should have been lubricated over summer. If this was not done, add a few drops of zoom-spout oil.
12. If the unit vent is belt drive, check the fan belt to make sure it is tight (1/4" to 1/2" deflection) and not cracked or brittle. Replace if necessary.
13. Turn power back on.
14. Re-install access doors.
15. Enter date of inspection on building floor plan, including any noted issues.

Air Handlers:
1. Go to the air handler room and make sure the fan is running in the Occupied Mode.
2. Turn power Off to the air handler.
3. Remove access doors.
4. Remove any debris from the coil, fan and filter sections. (Vacuum out inside of cabinet if excessively dirty).
5. Check to make sure the air handler air filter has been changed and dated.

6. Check the coils to make sure they are clean (Should have been cleaned over the summer).
7. Check the coils, piping and valves for any signs of leakage.
8. Check damper actuators and heating/cooling valve actuators to make sure they have not come loose.
9. Shaft and motor bearings should have been lubricated over summer. If this was not done, grease them now -- only if they are relubricable.
10. If the fan is belt drive, check the belt to make sure it is tight (1/4" to 1/2" deflection) and not cracked or brittle. Replace if necessary.
11. Close up all access panels.
12. Turn power back On.
13. Enter date of inspection on building floor plan, including any noted issues.

VAV/Booster Coils (in the ceiling):
1. Enter the room and check to see that the unit is controlling to the thermostat setpoint. (Room should not be unusually hot or cold).
2. Locate the booster coil or VAV box serving the room in the ceiling.
3. For Fan Powered VAV boxes, check to make sure the air filter has been changed and dated.
4. Open the duct access doors and check the coil to make sure it is clean (Should have been cleaned over the summer).
5. Check the coil, piping and valves for any signs of leakage.
6. Check to make sure the damper (VAV's) and heating valve actuators have not come loose.
7. On VAV boxes, make sure pressure sensor tubing on the inlet is connected.
8. Enter date of inspection on building floor plan, including any noted issues.

--
David G. Kapp

Madison Metropolitan School District
Assistant Director of Building Services
Operations
608-204-7911

HVAC SUMMER CLEANING AND MAINTENANCE

Perform summer HVAC maintenance on the following equipment:

Air Handling Units   Condensing Units
Unit Ventilators   Air Dryers
Cabinet Heaters   Water Coolers
Fin Tube Radiation   Exhaust Fans
VAV Boxes   Duct Coils

1) BE SURE TO SHUT OFF POWER TO THE UNIT AND LOCKOUT THE ISOLATING DEVICE.

2) Clean all outdoor air intakes where applicable. Make sure intakes are free of grass clippings, leaves, etc. (Use a vacuum or compressed air if necessary).

3) Open access panel(s) to the indoor unit and clean out any dirt/debris that has accumulated. Remove any paper, crayons, magnets, paper clips, etc. found in the blower, coil, controls or damper sections. Where applicable, check fan blades and brush clean if necessary. Vacuum out the inside of the cabinet.

4) Clean Steam and Hot Water Heating Coils:

   Use compressed air to blow debris out the way it came in (blow into the discharge side of the coil). Only if necessary, place a catch pan below the coil and wash the coil with water using an air compressor and mixing nozzle. (Use a brush if necessary to fully clean coil, being careful not to bend the aluminum fins. If coil fins are bent, use a properly spaced fin comb to straighten).

5) Clean Condensing Unit Coils (Outdoor Units):

   ** Make sure power is off and locked out at disconnect or breaker **

   Remove access panel and brush away surface dirt from coil using a whisk broom or stiff brush.

   Use a garden hose and sprayer to spray-clean trapped dirt from the coils (spray from the inside to the outside) being careful not to damage aluminum fins. If the coil will not come clean with water, contact Building Services for a chemical cleaner and cleaning procedure.

6) Check belts on belt driven equipment and replace if dry, cracked or loose.

7) Check fan shaft bearings to make sure they are rotating freely and grease re-lubricable bearings with grease gun. Put in work order to replace bearings if necessary.

8) Lubricate electric motor sleeve bearings with zoom-spout oil where applicable.

9) Replace the air filter (write the date on the filter with permanent marker).

Outbreak Deep Cleaning

Building:	
Room #'s	
Week	
Custodian Signature:	

Deep Cleaning Outbreak Protocols in the Following Order   **Employee Initials**

Instructional Spaces Step 1		Room #	Room #	Room #	Room #	Room #
Clean and disinfect door handles/light switches/phones and touch point areas	Intial					
Clean and disinfect table tops/backs of chairs and seat bottoms	Intial					
Clean and disinfect sinks/walls/furniture	Intial					
Fog the infected spaces designated	Intial					
Touch Point Disinfecting Cleaning Common Areas		Area	Area	Area	Area	Area
Main entry door handles/push bars/handicapped assist push plates	Intial					
Designated Traffic Flow Halls/Stairways Hand Rails	Intial					
Fog the infected spaces designated	Intial					
Designated Restrooms (including Nurses area) Step 2						
Clean/Disinfect Sinks/Toilets/Urinals	Intial					
Disinfect surfaces towel/soap/toilet paper dispensers, stall door and locks	Note:Take out all the paper products before fogging Intial					
Fog the entire surfaces of the bathroom	Intial					
Clean and disinfect the floors and do a second rinse after dwell time.	Intial					
Refill soap/paper products and disinfect dispensers	Intial					
Sweeping Details/Trash/Entryways Step 3						
Clean/Disinfect all touch points						
Mop entryways						
Maintain clean hallway traffic areas run the halls with Auto Scrubber						

Appendix F
Facility DDC BAS
Screen Shot
Captures

Elevehjem School: Floor Plan
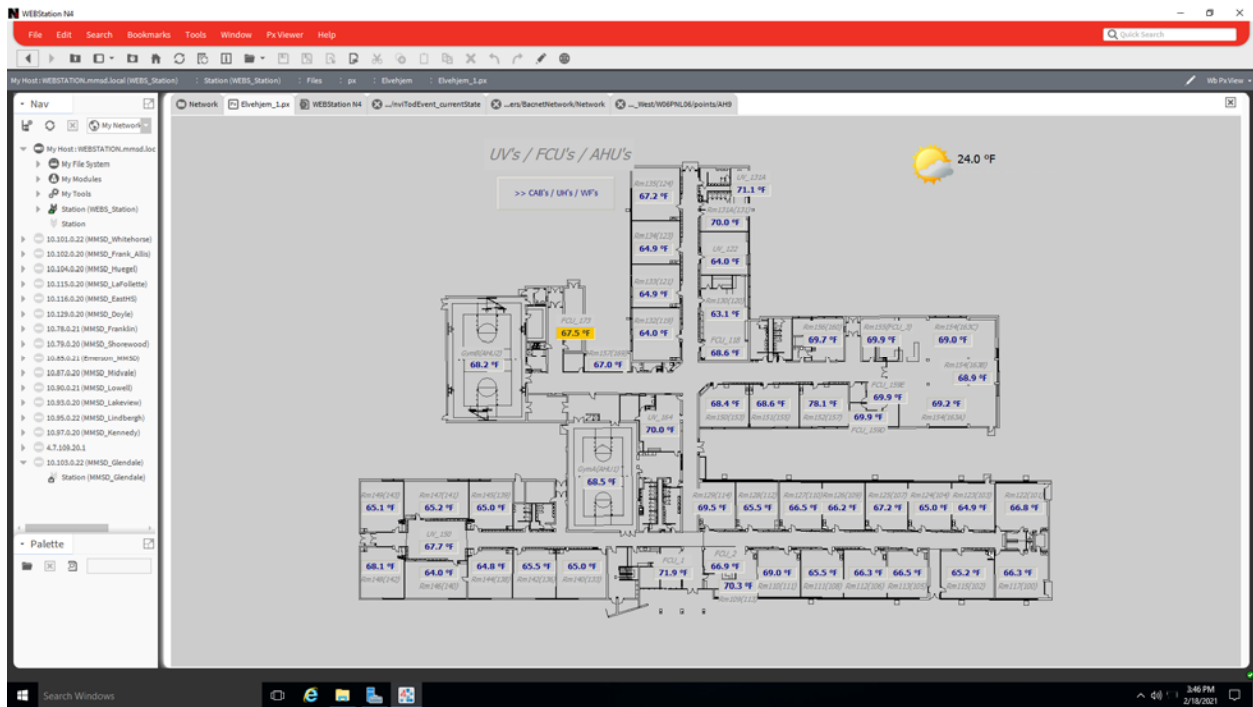
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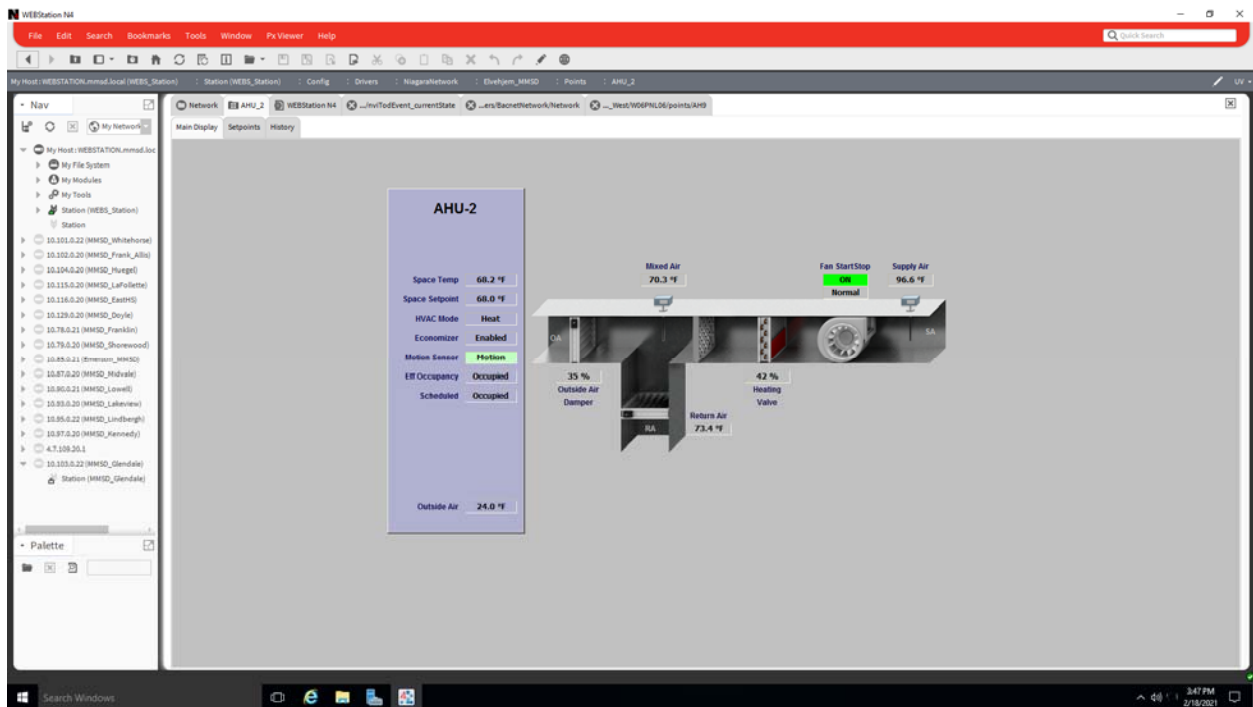
Gym B Setpoints

Room Temperature Setpoints

Occupied Heat	68.0 °F	Occupied Cool	73.0 °F
No-Motion Heat	65.0 °F	No-Motion Cool	77.0 °F
Unoccupied Heat	60.0 °F	Unoccupied Cool	80.0 °F

System Setpoints

Cooling	35.0 °F	Cooling is locked out below this setpoint (35F)
Heating	75.0 °F	Heating is locked out above this setpoint (75F)
Economizer	65.0 °F	Economizer is disabled above this setpoint (60F)
Minimum Position	35 %	Economizer is disabled above this setpoint (20%)
Fan Type	Auto	Select Fan operation type
Motion Off Delay	300 s	(300sec)

Room Temperature Alarm

Alarming Enabled ☐   5.0   Typical value is 3 to 6

Typical Unit Ventilator:

UV_155

Space Temp	60.8 °F
Space Setpoint	69.0 °F
HVAC Mode	Heat
Economizer	Enabled
Motion Sensor	Motion
Eff Occupancy	Occupied
Scheduled	Occupied
Outside Air	24.0 °F

Fan StartStop — ON — Normal
Supply Air — 85.9 °F

35 % Outside Air Damper

37 % Heating Valve

Unit Ventilator Setpoints:

Boiler Room:

Time Schedules:
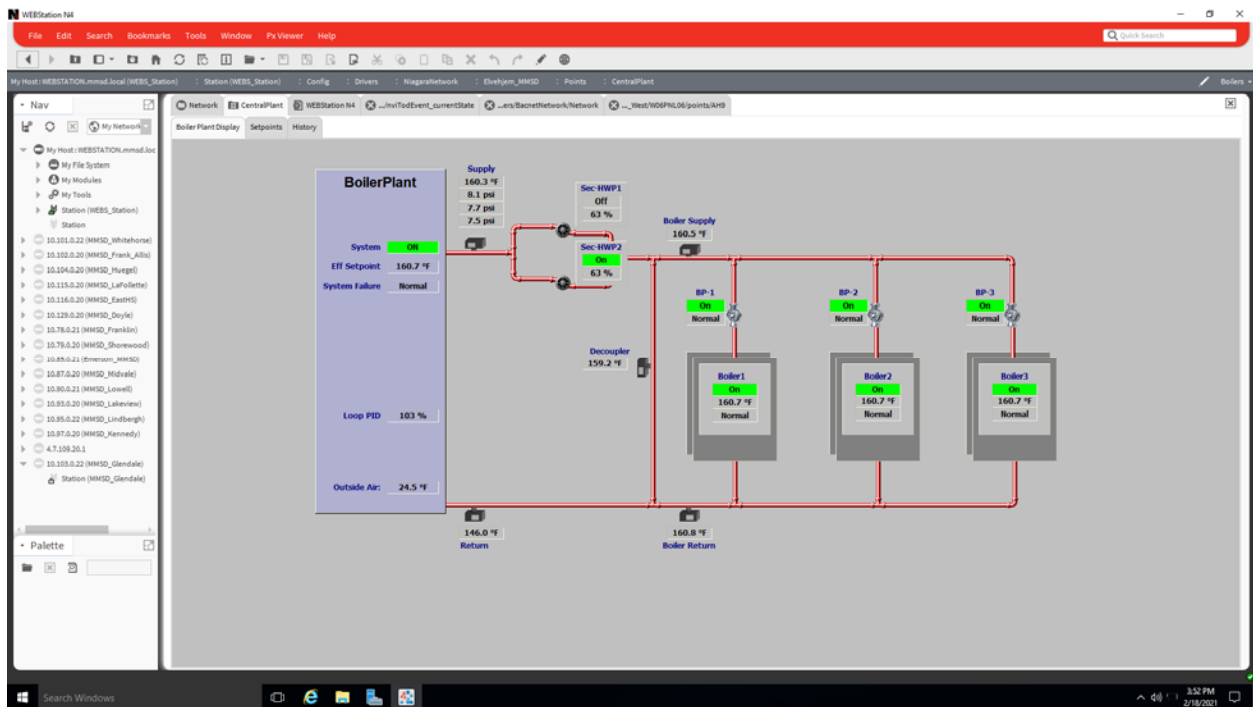
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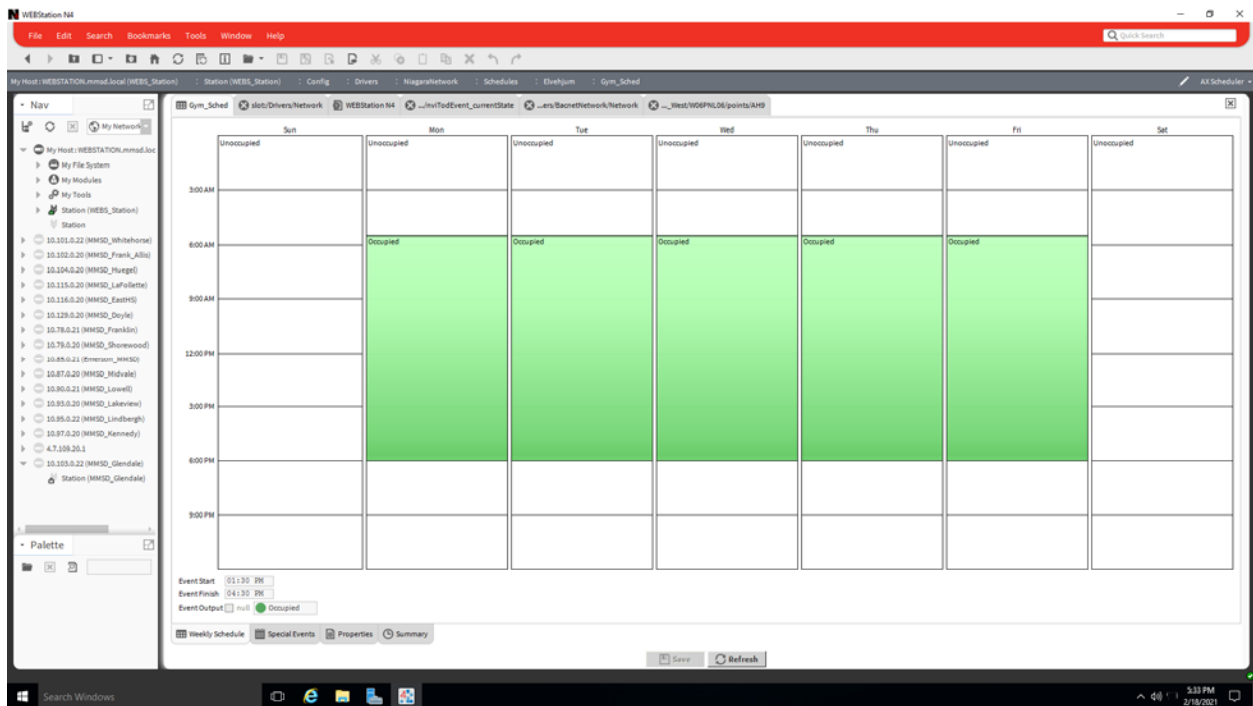
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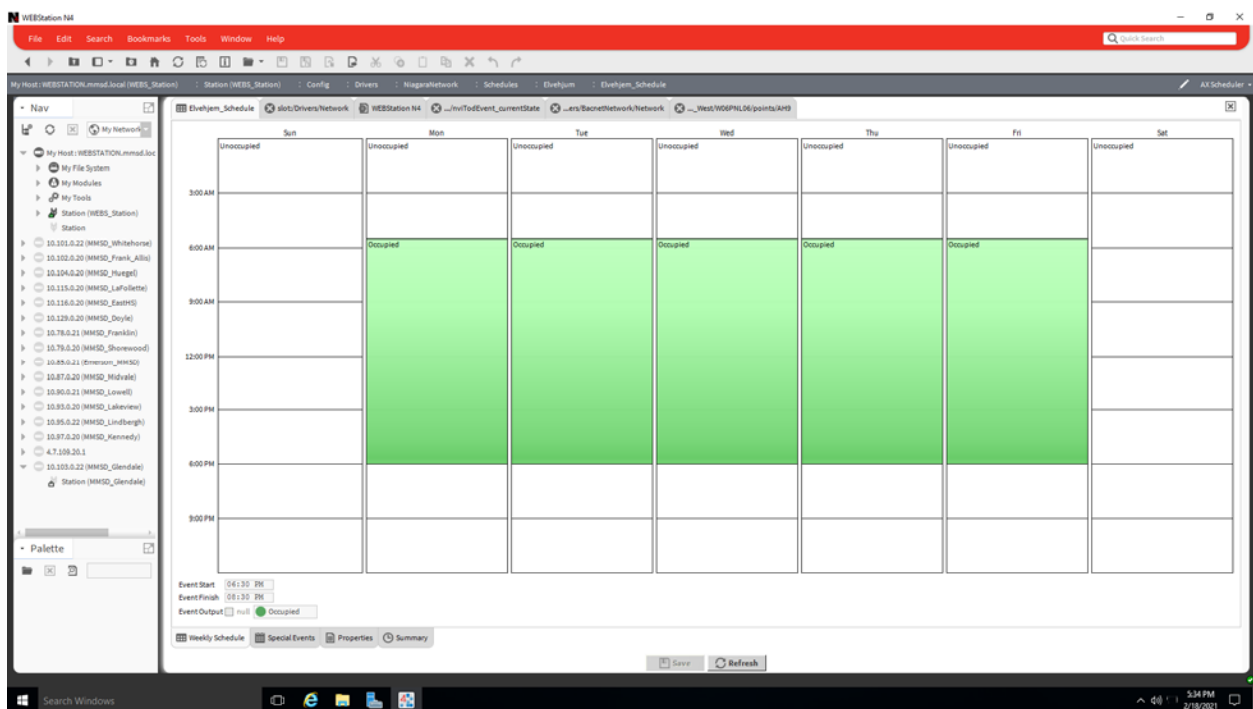
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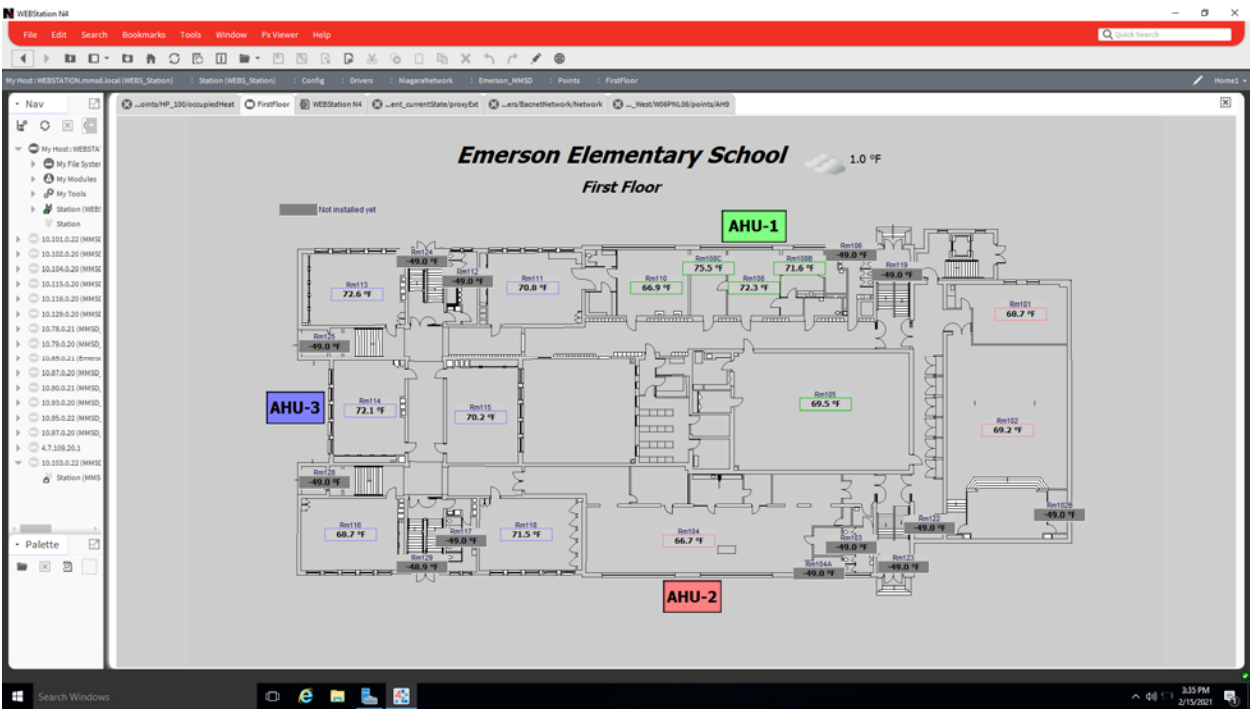
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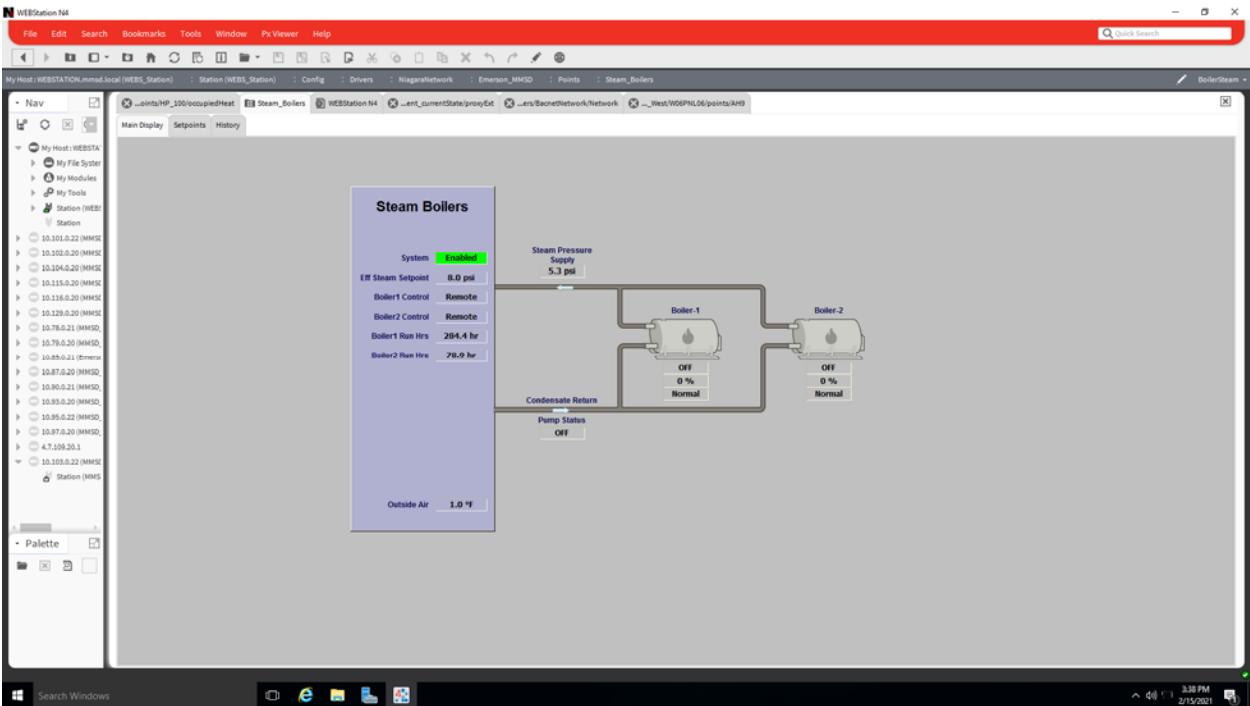
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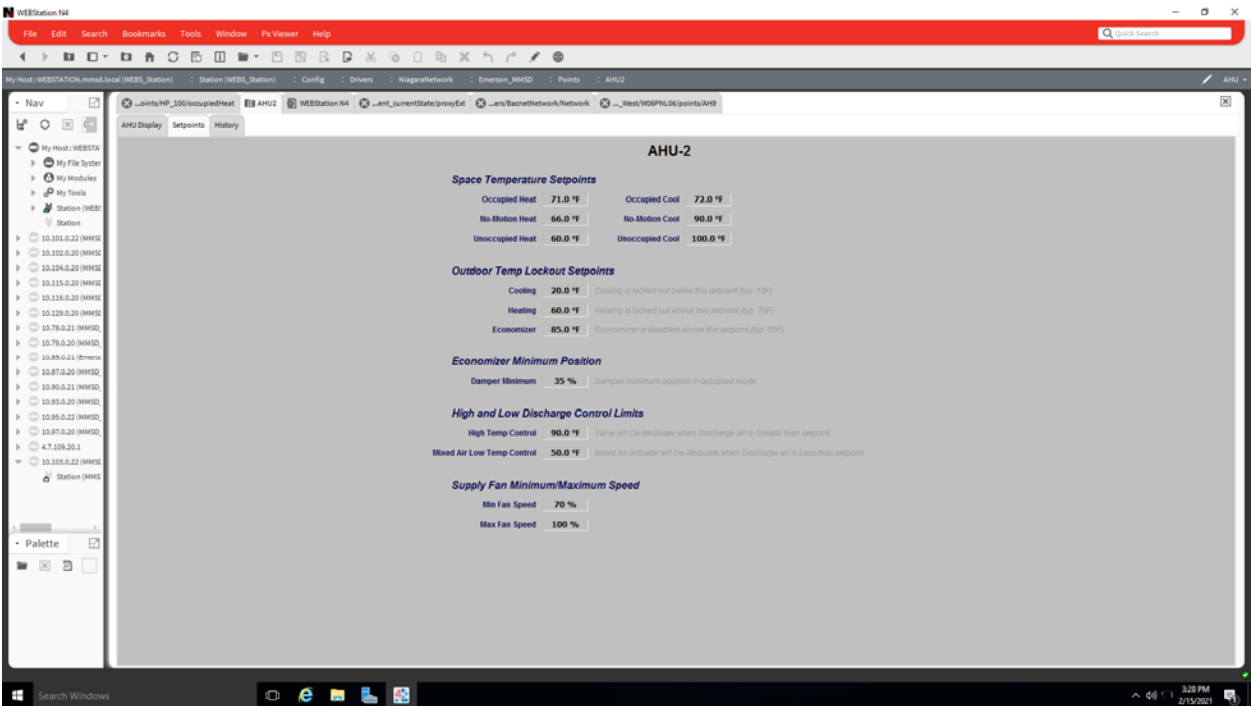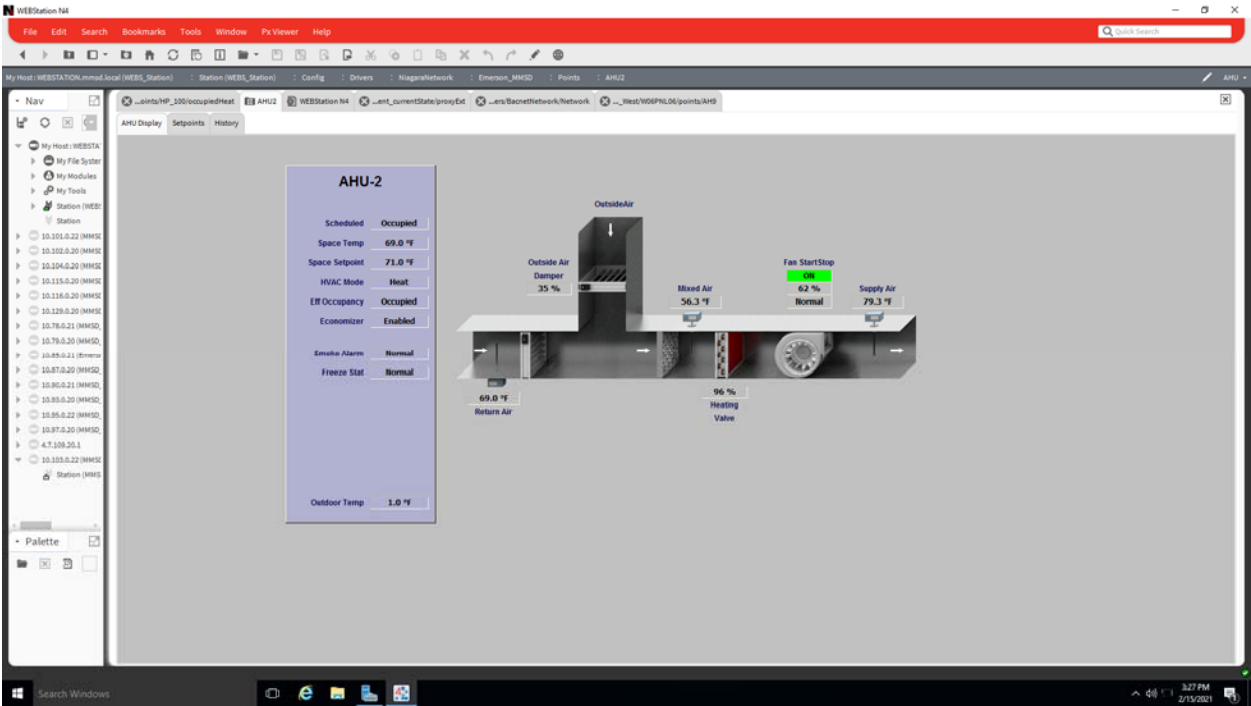
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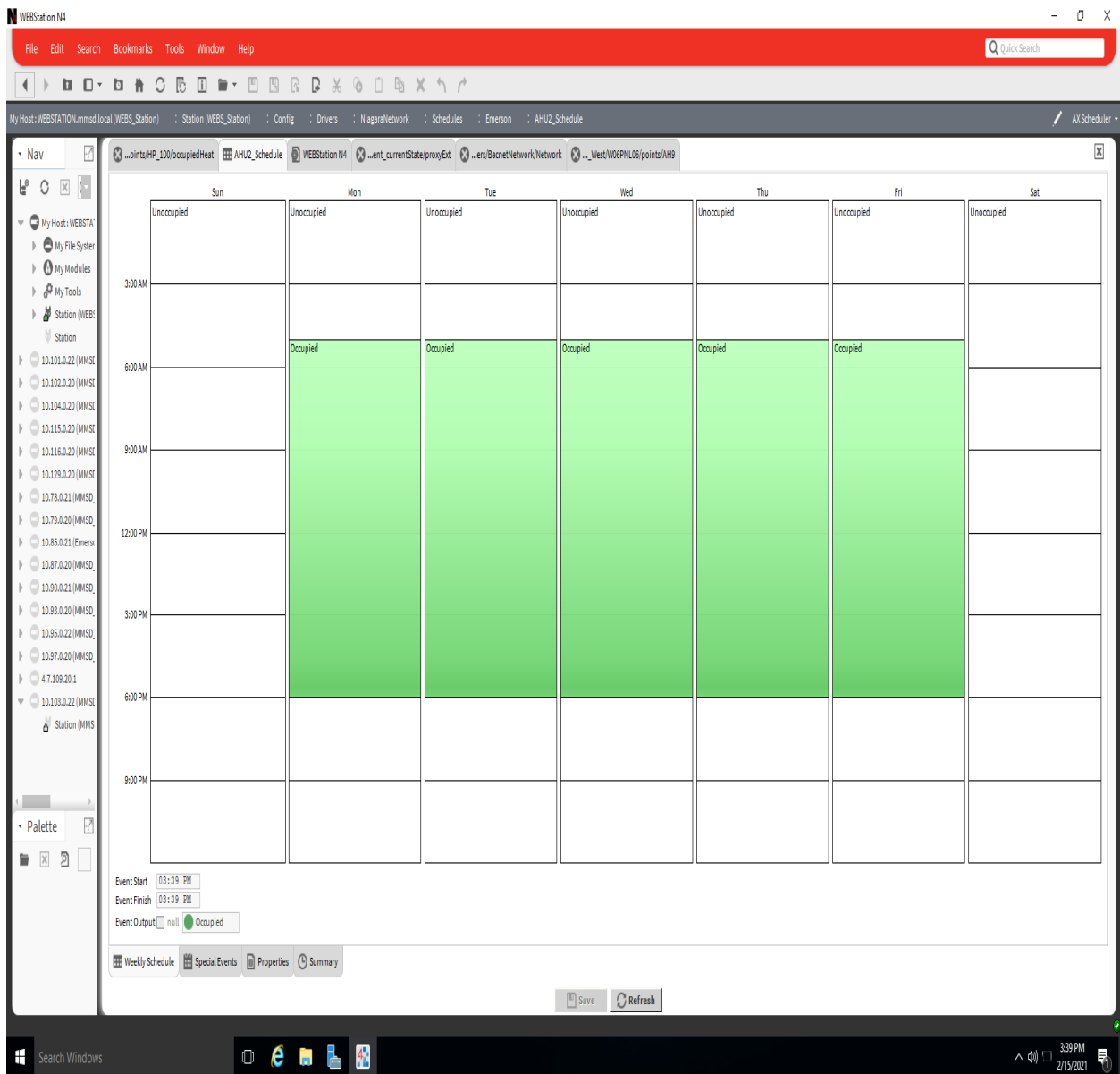
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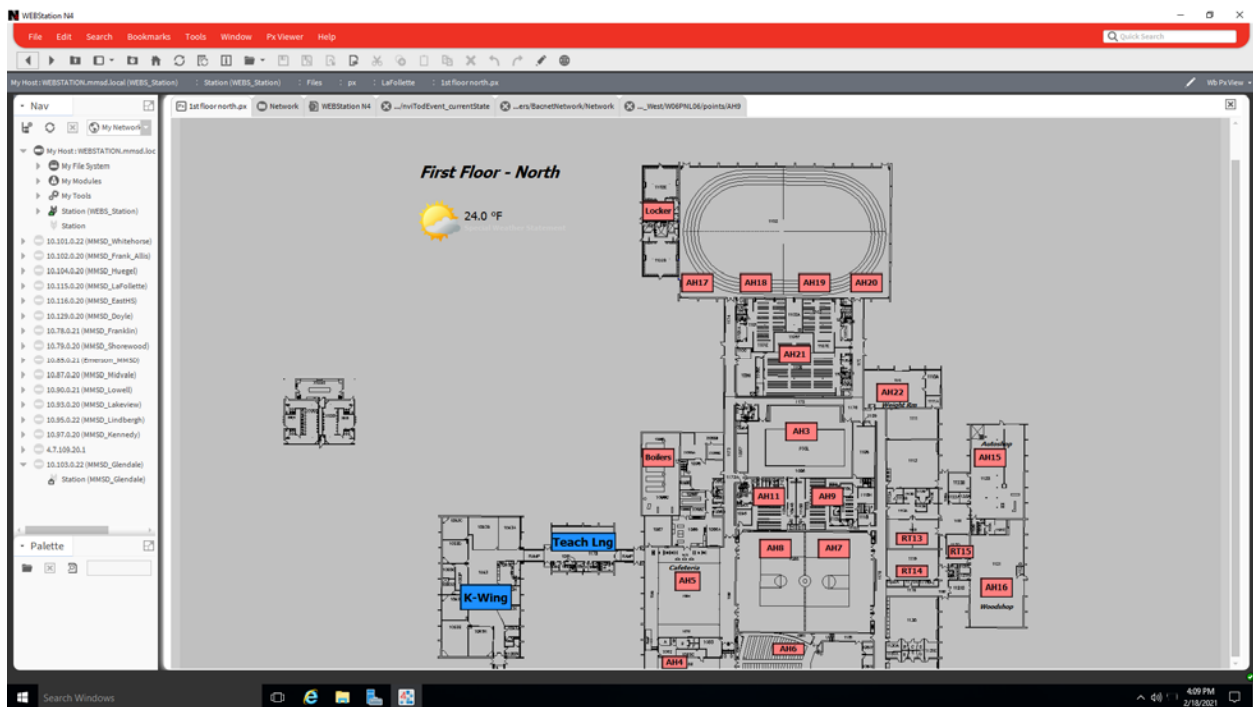
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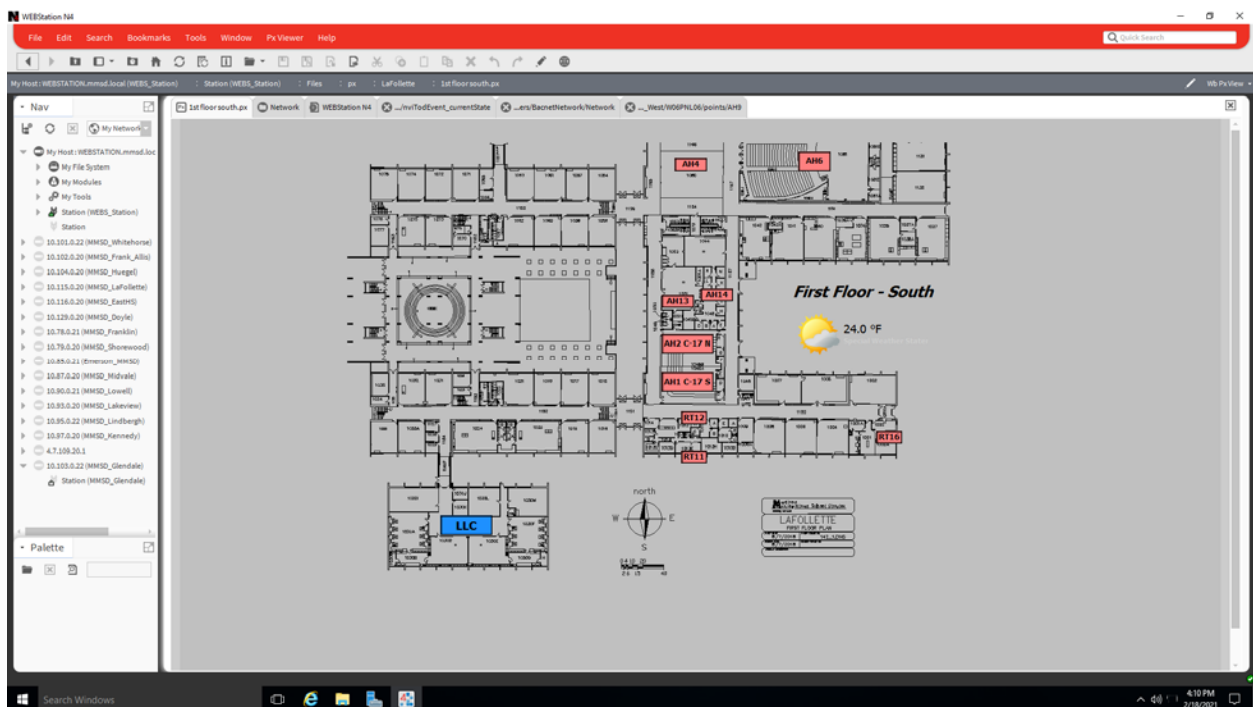
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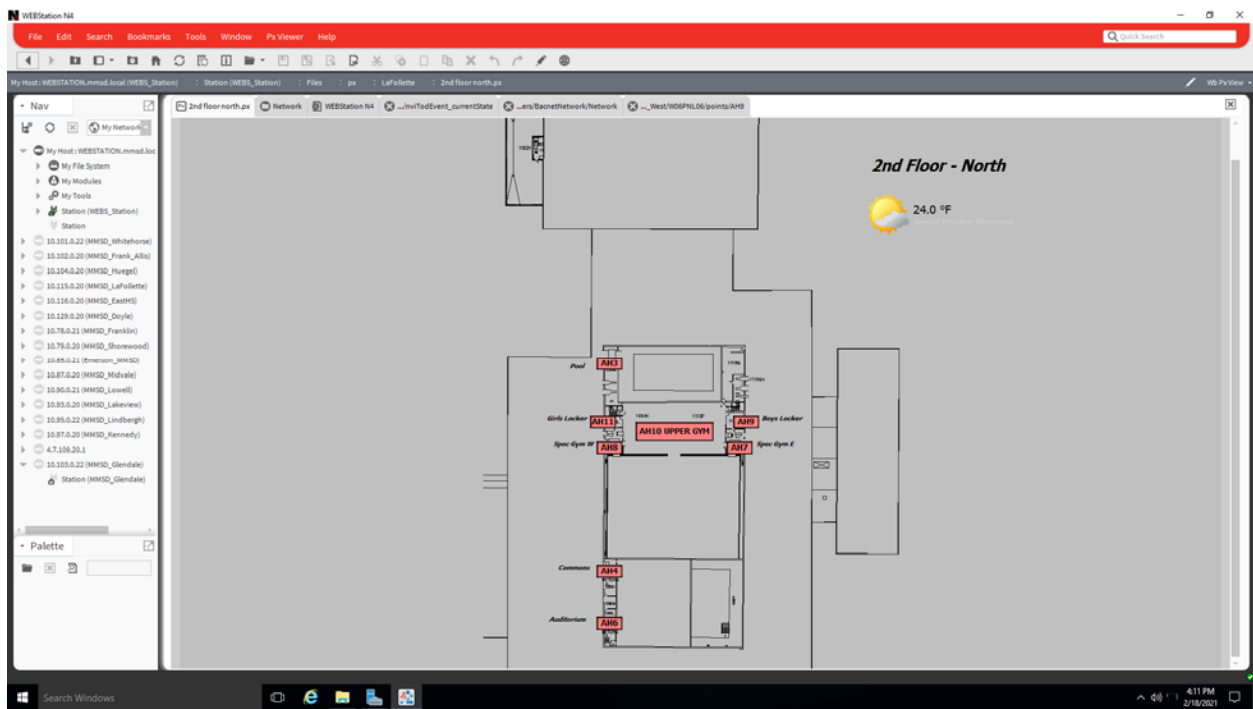
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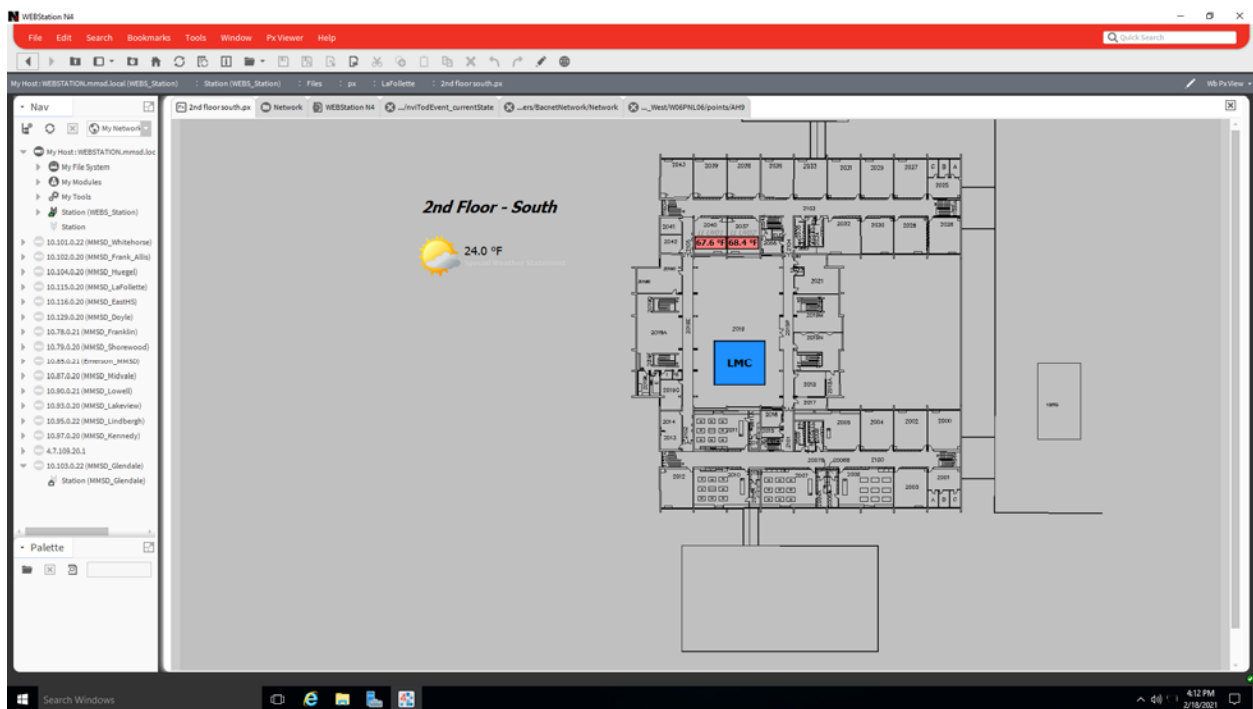
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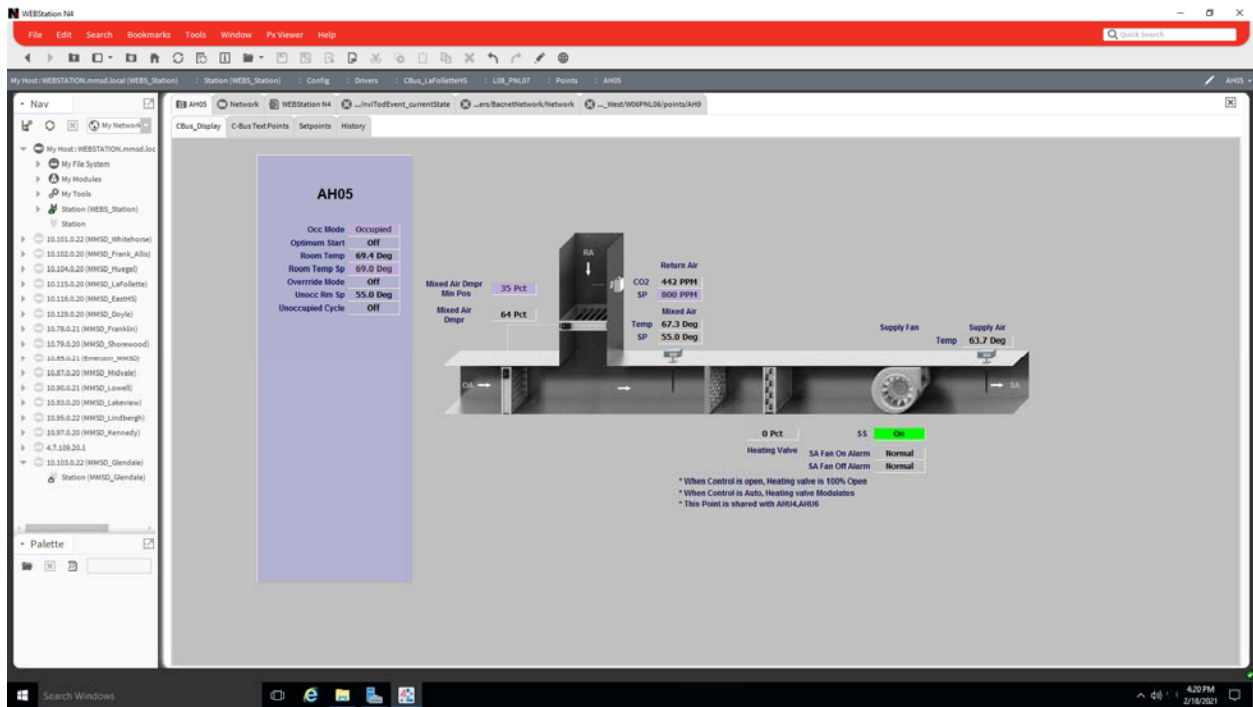
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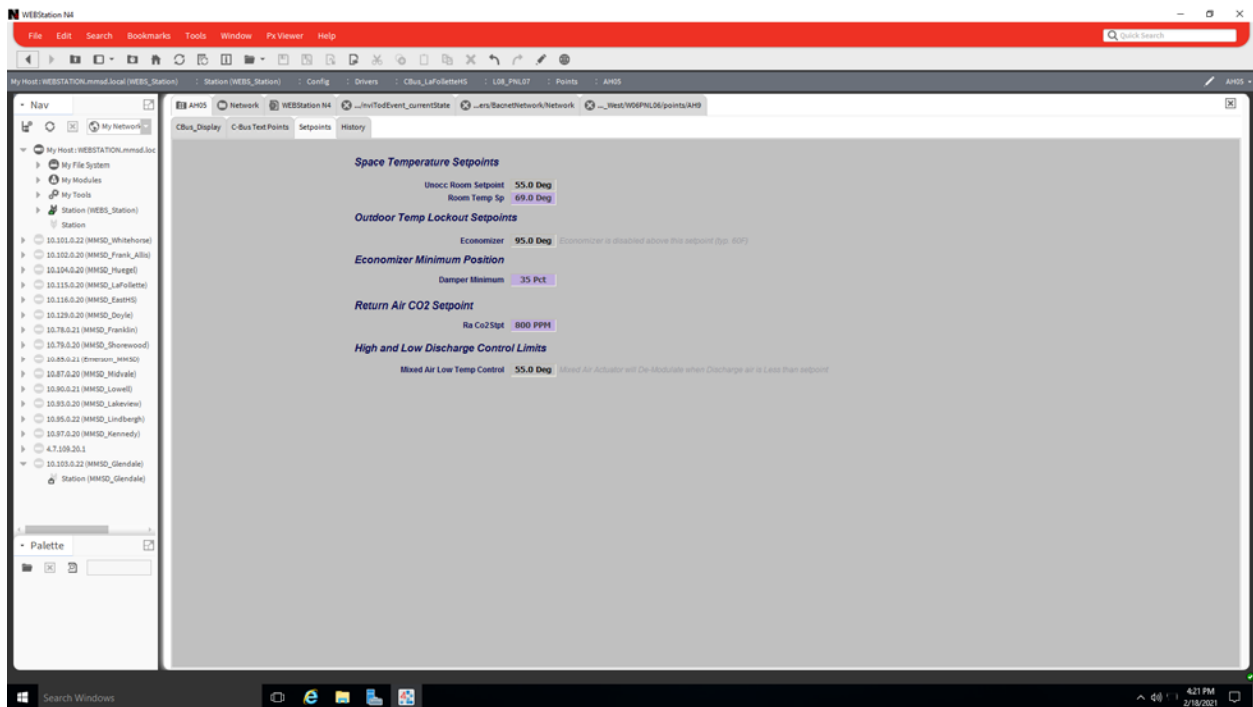
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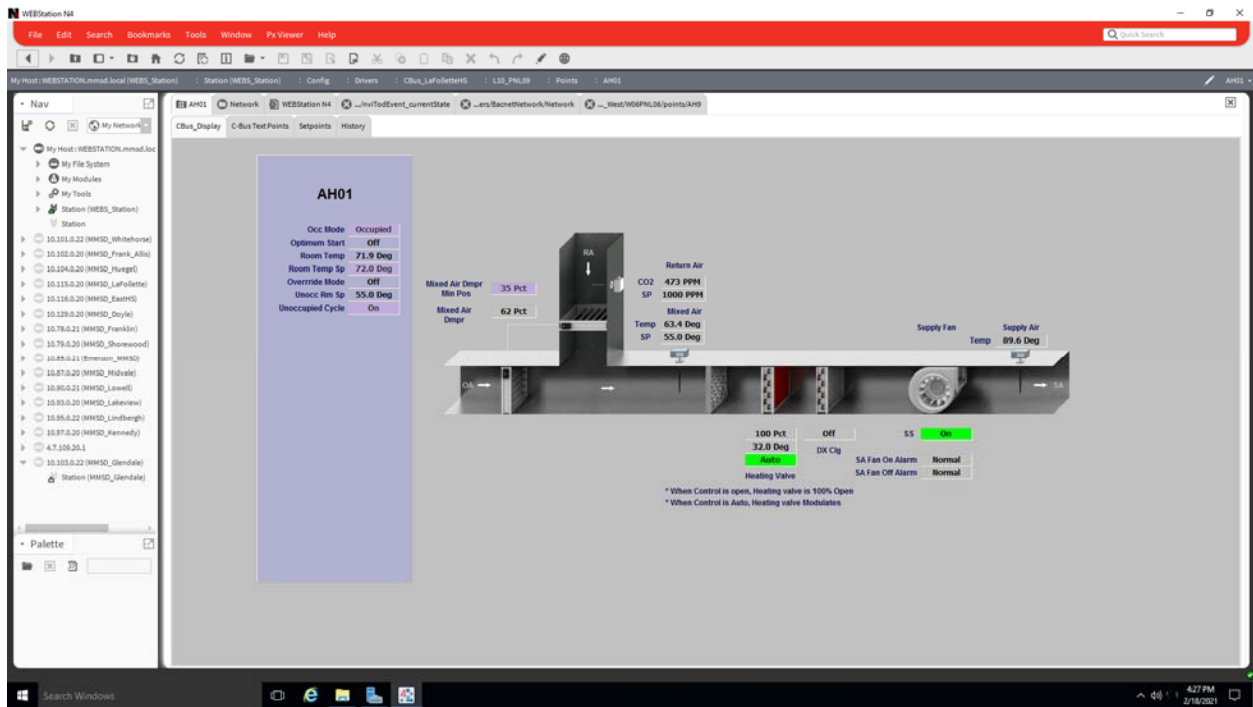
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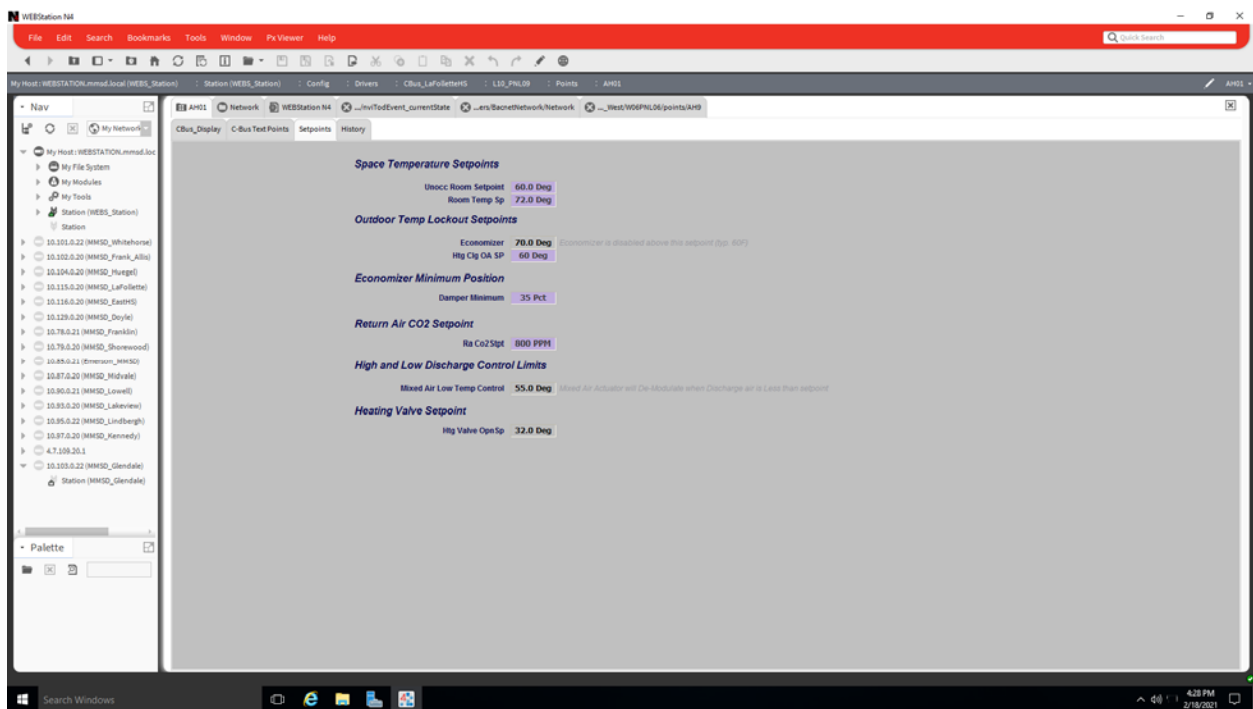
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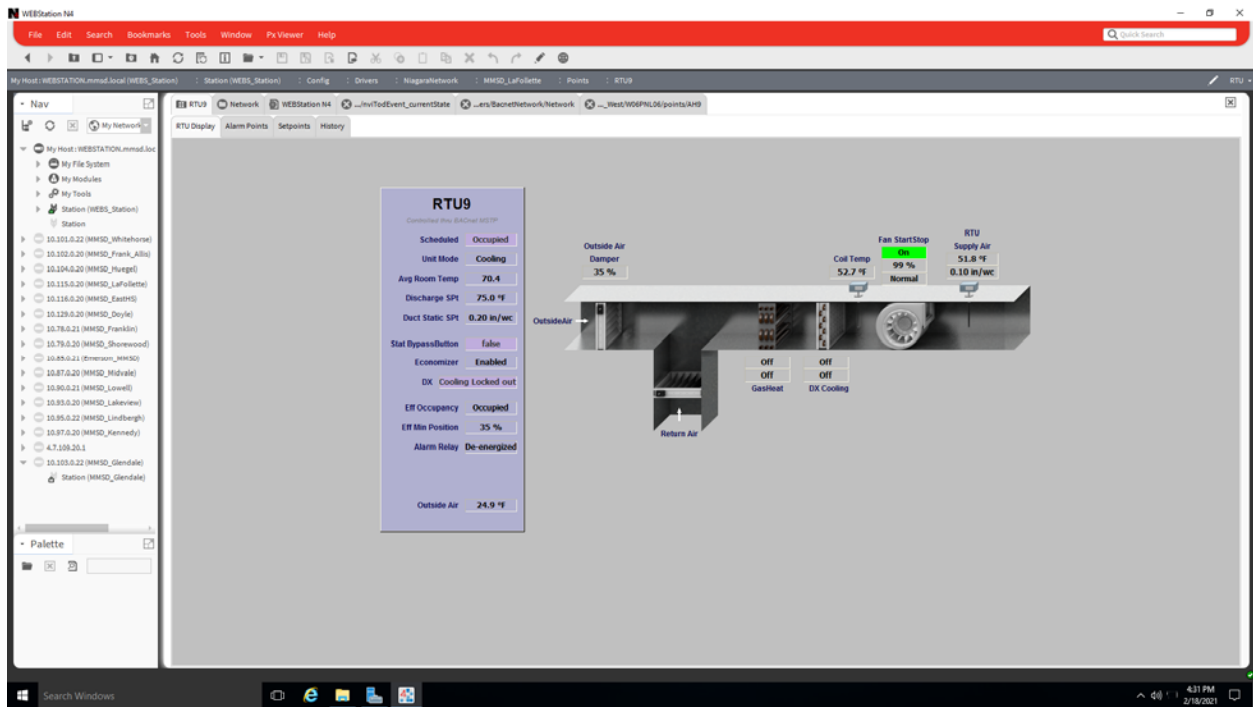
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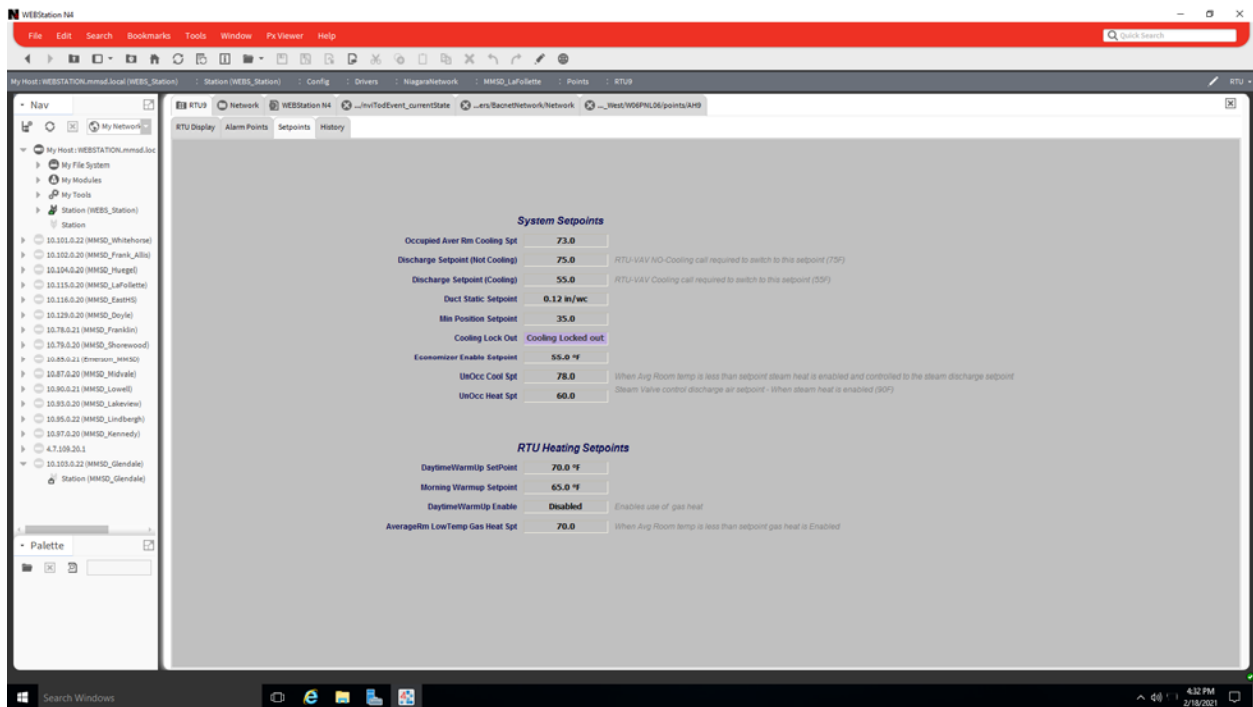
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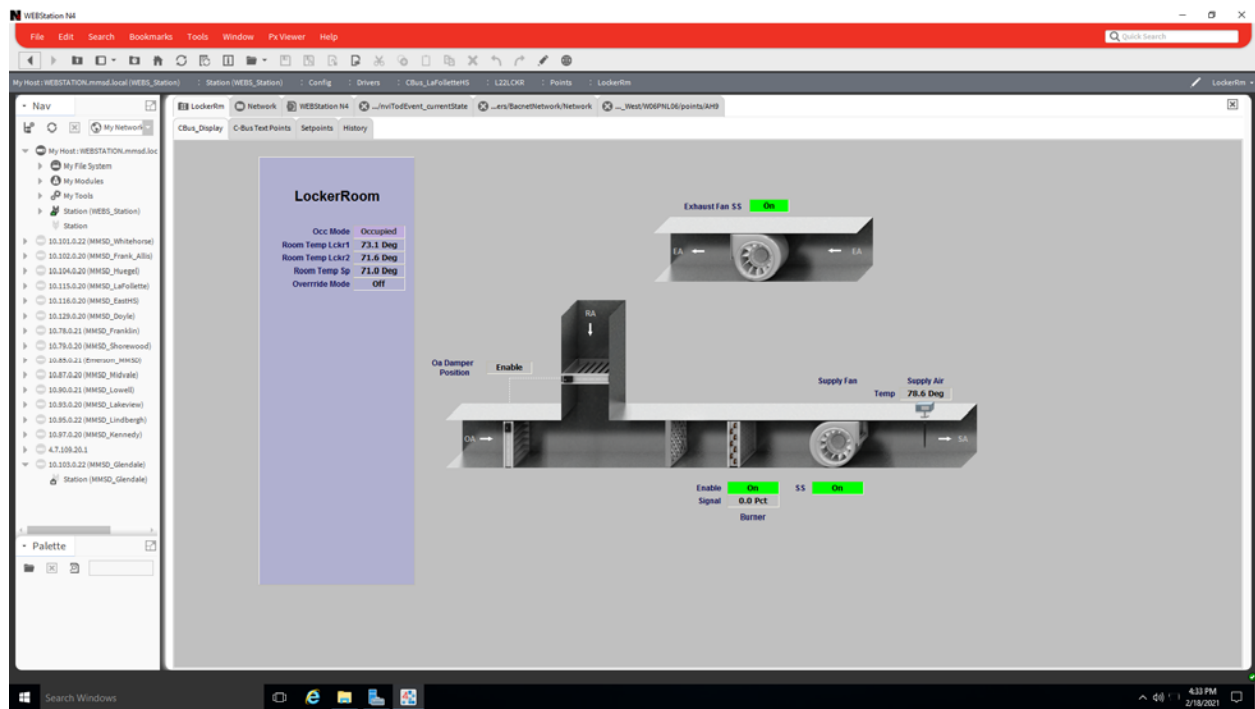
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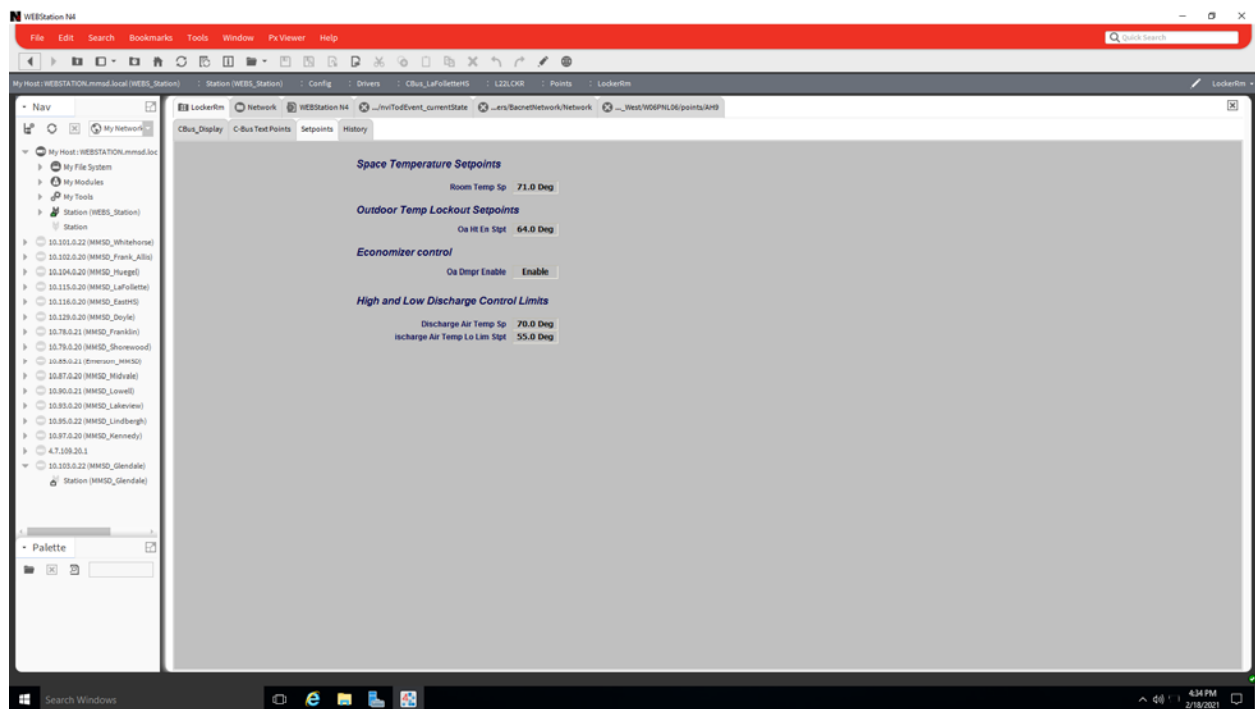
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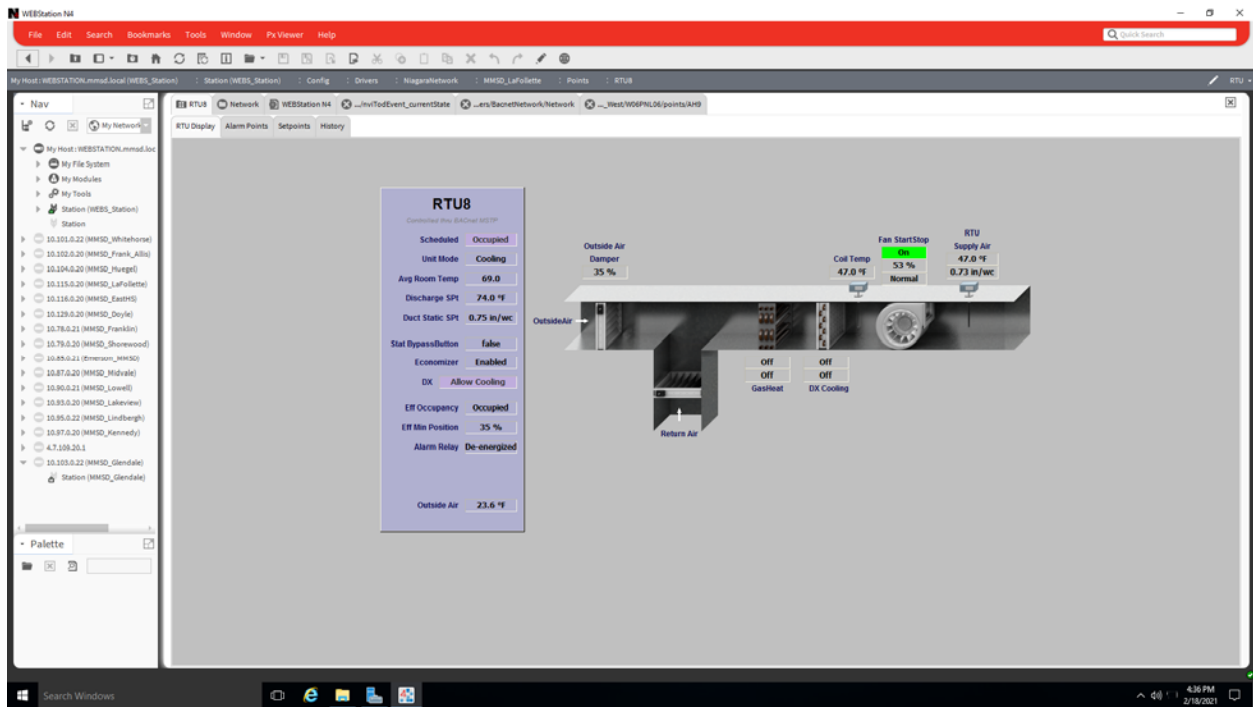
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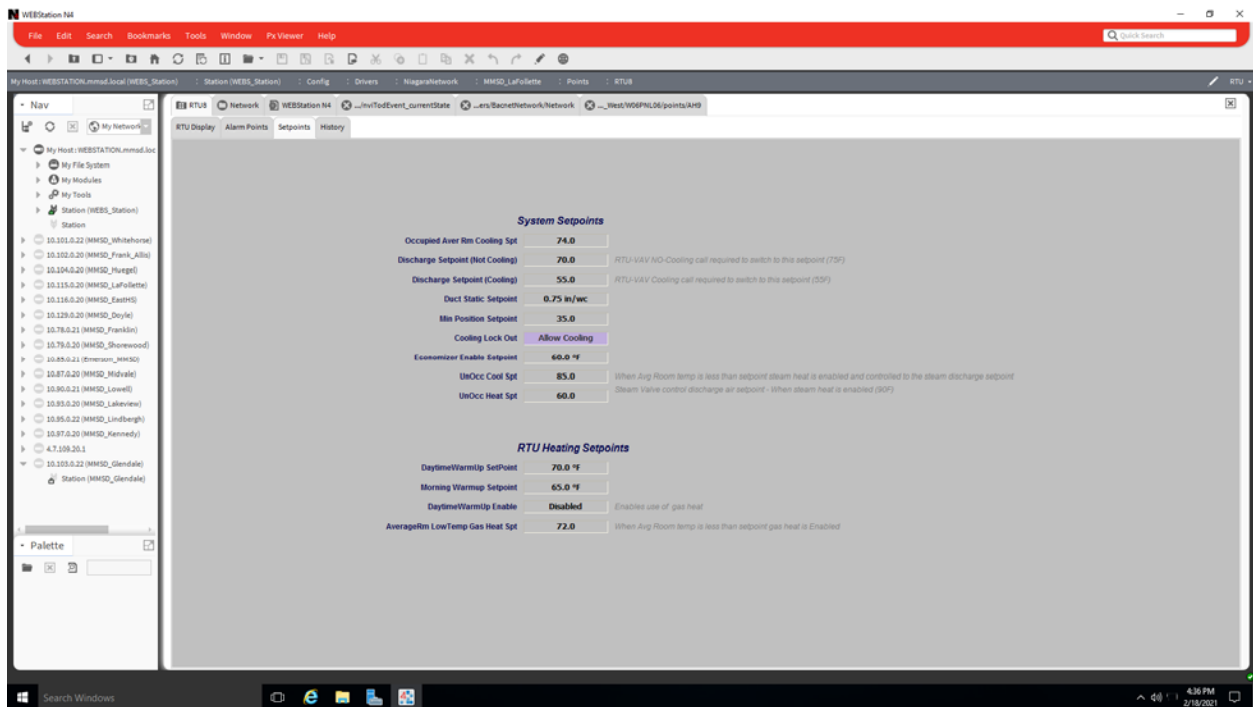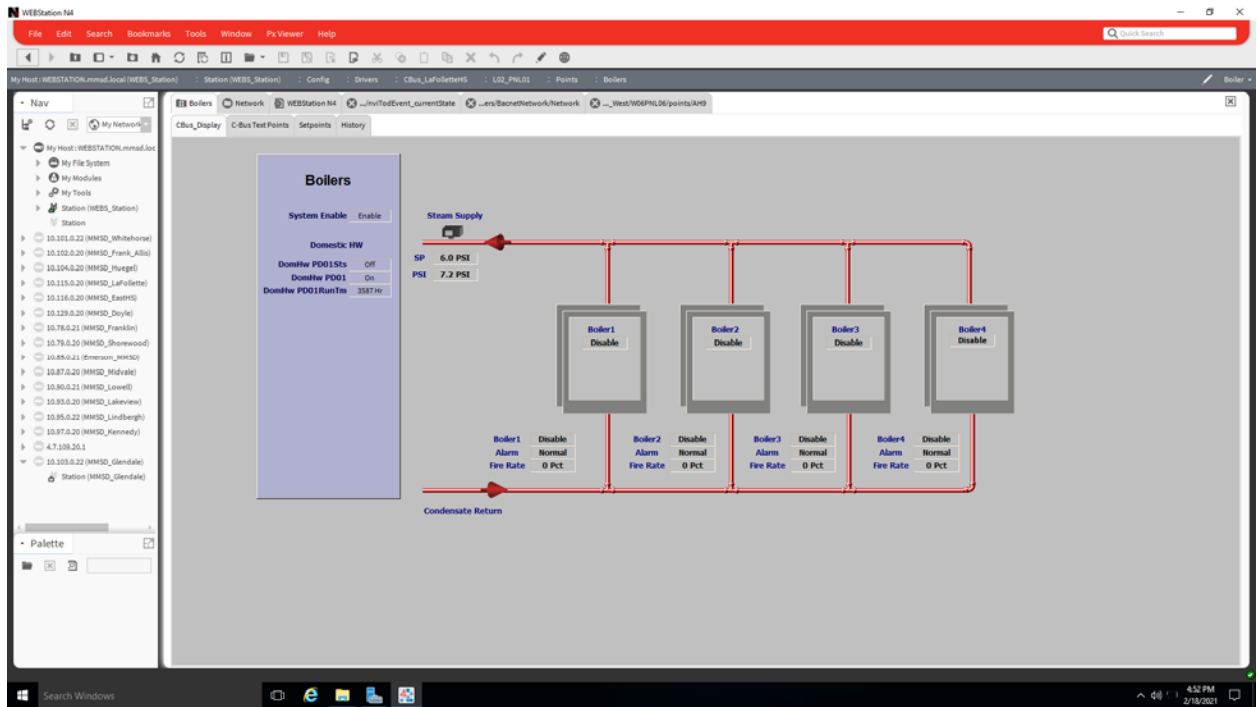
Time Schedules:

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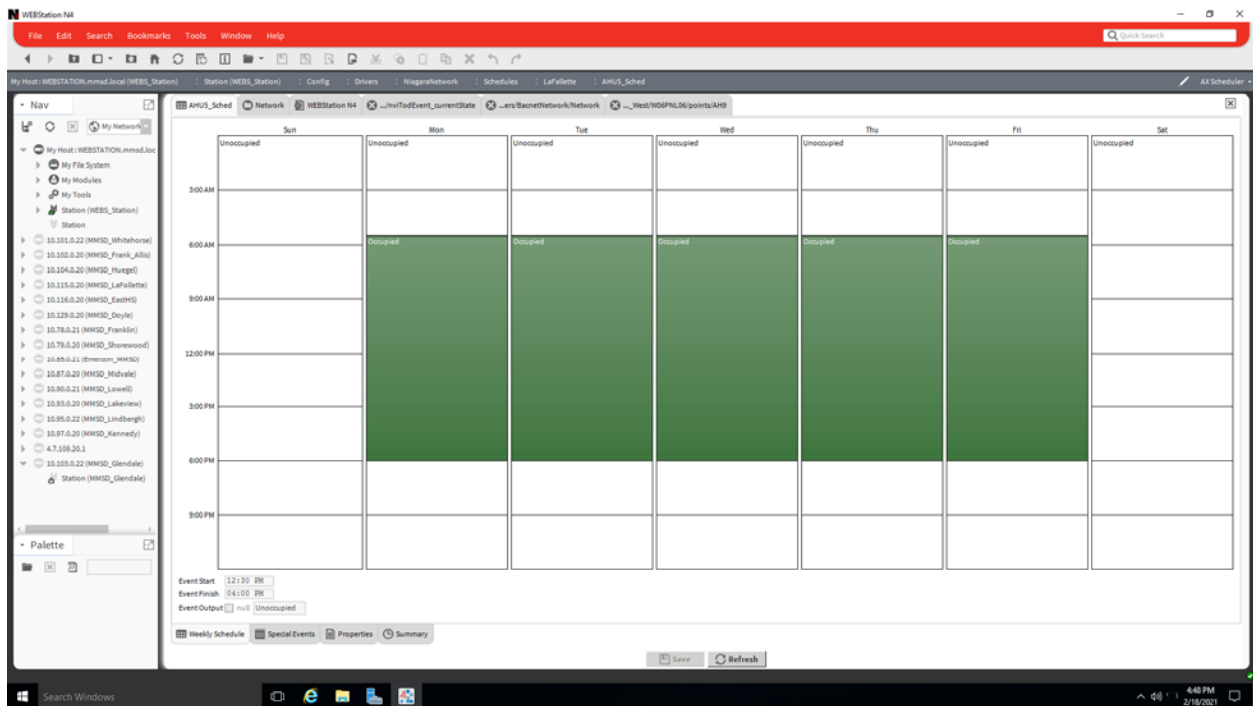
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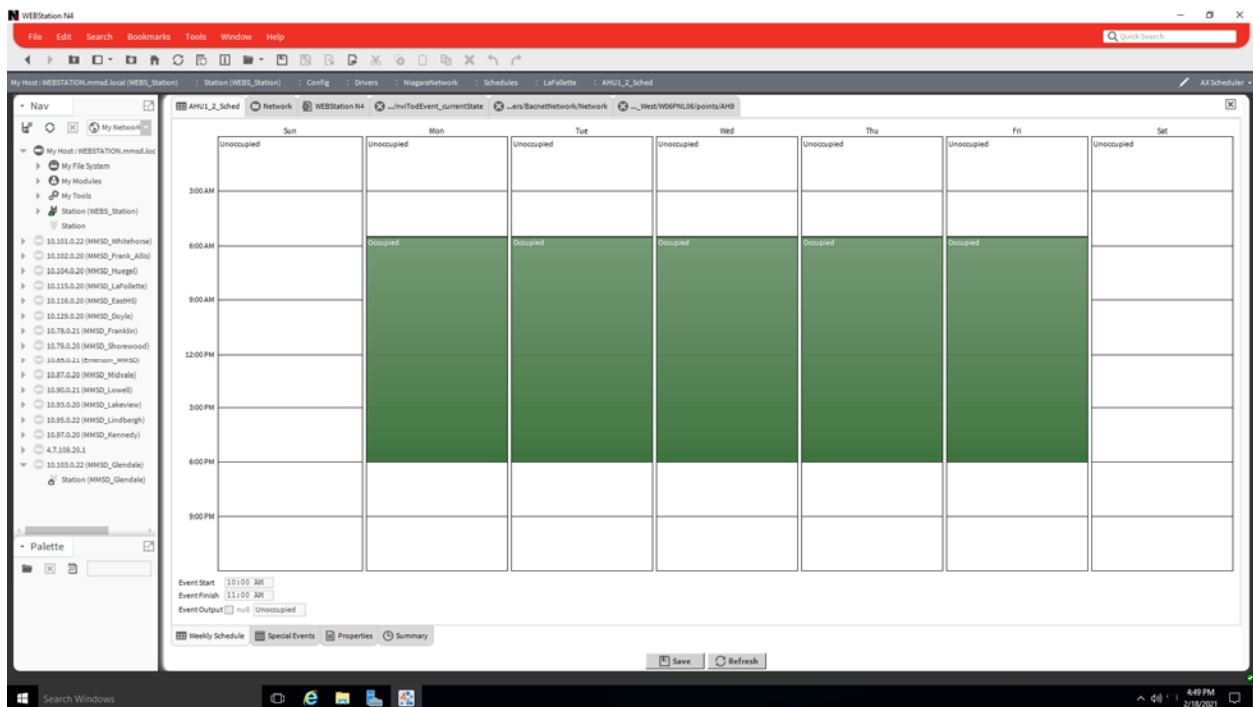
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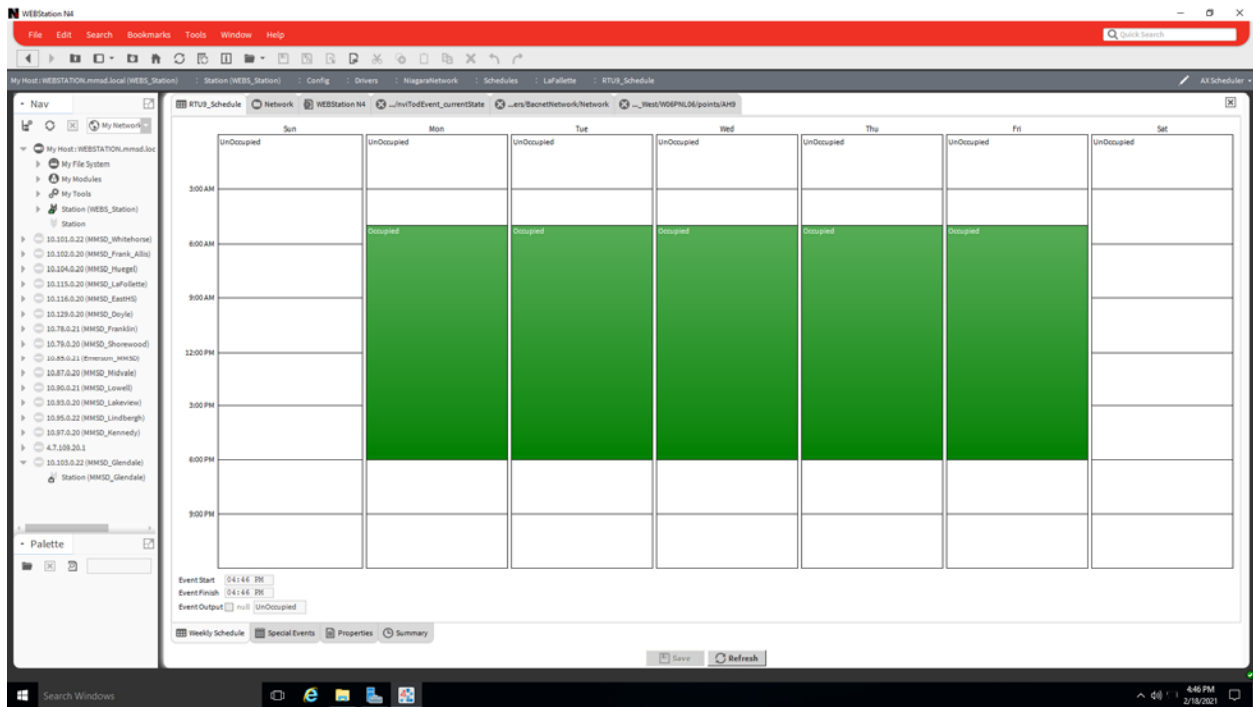
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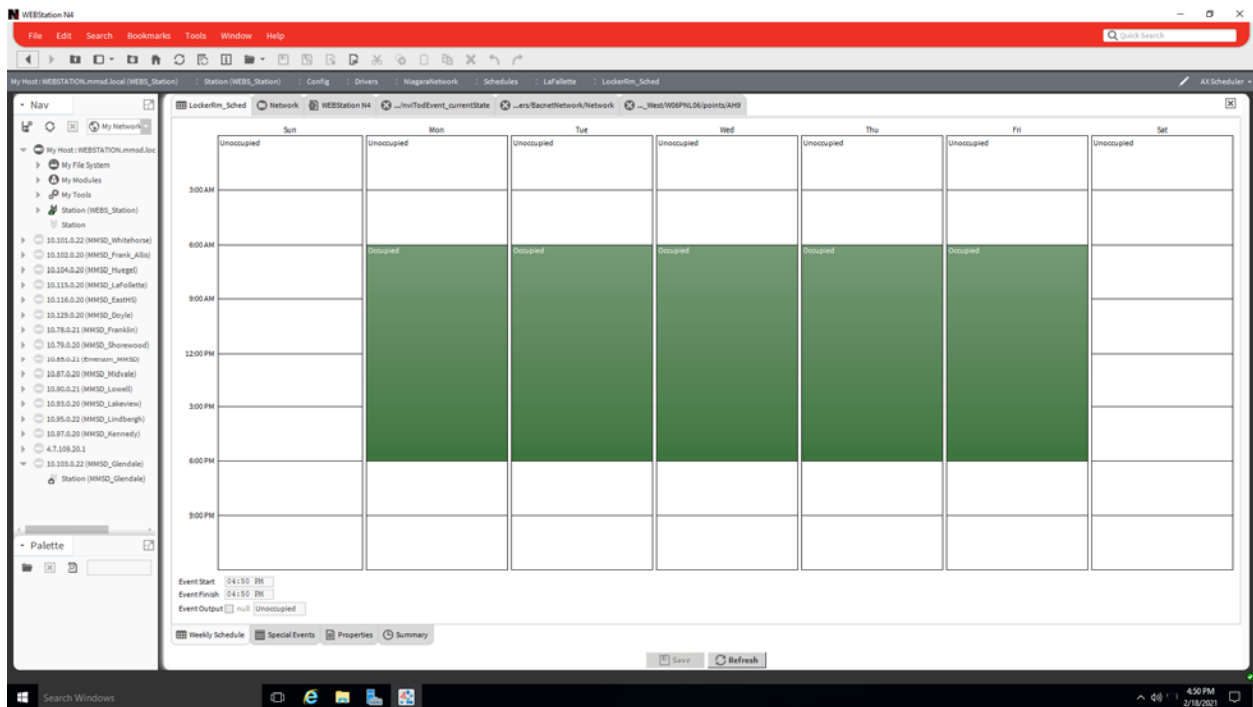
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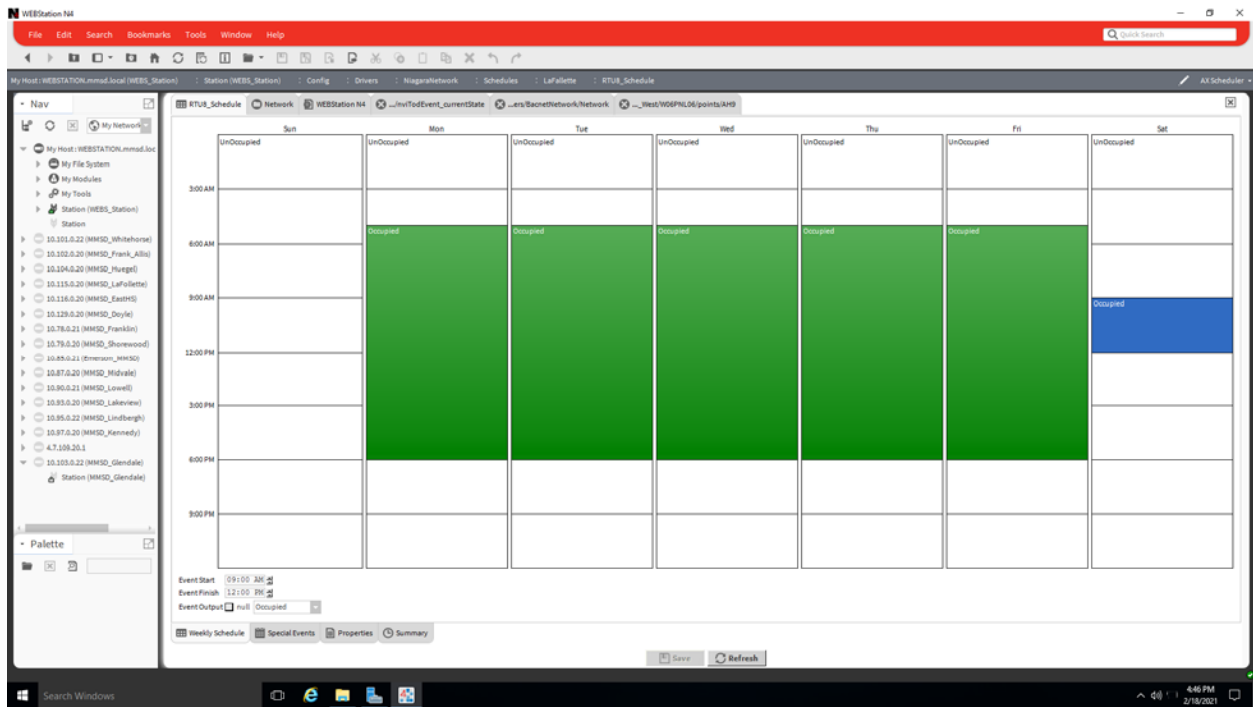
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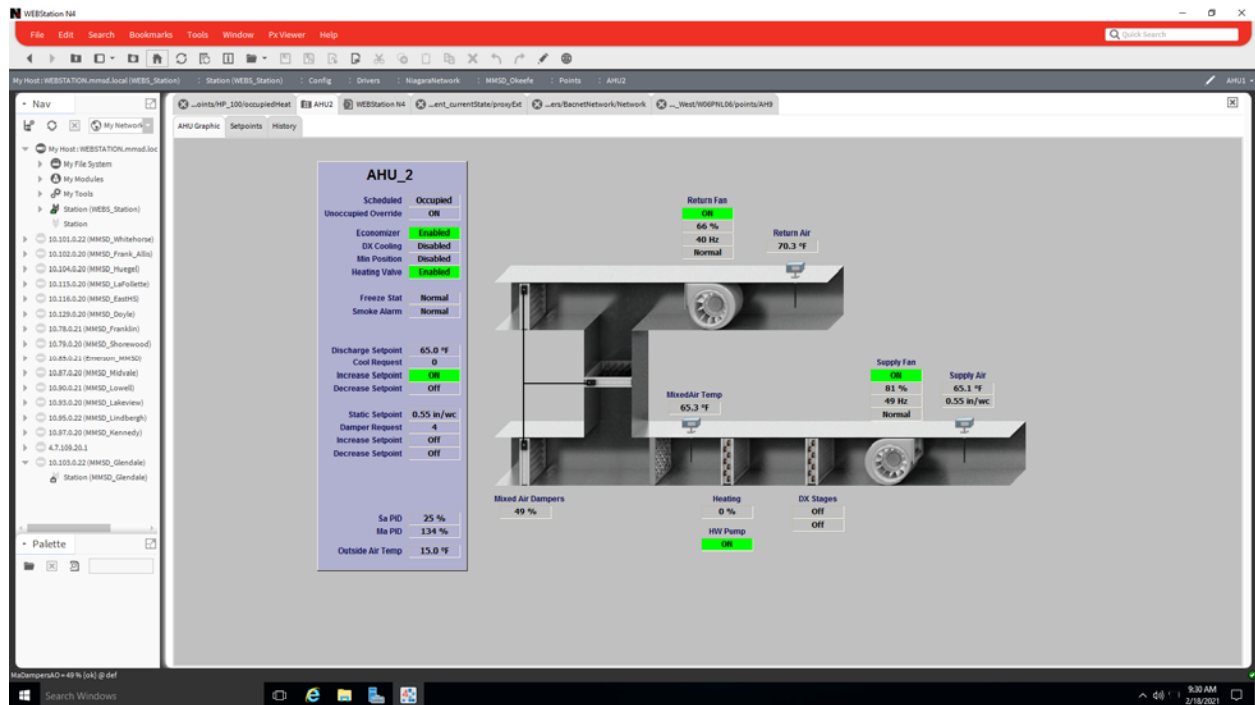
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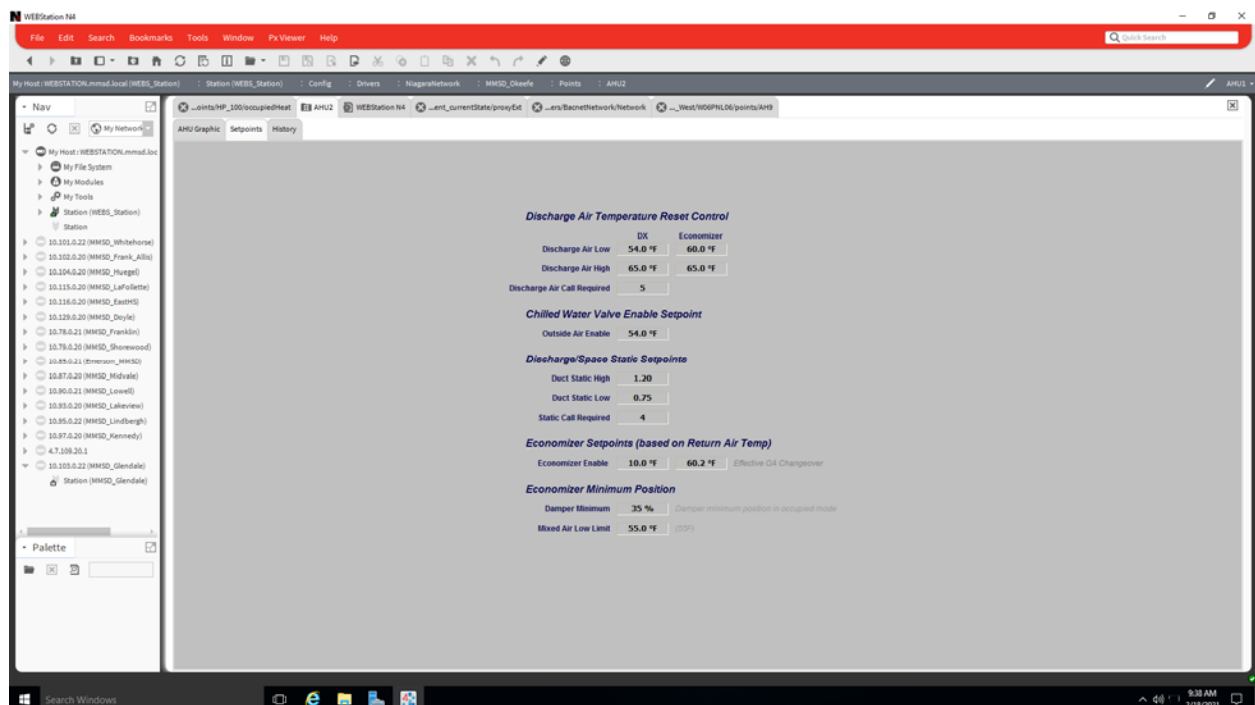
Typical VAV Box:

Typical Unit Ventilator:

Unit Ventilator Setpoints

Space Temperature Setpoints

Occupied Heat	70.0 °F	Occupied Cool	73.0 °F
No-Motion Heat	66.0 °F	No-Motion Cool	95.0 °F
Unoccupied Heat	60.0 °F	Unoccupied Cool	100.0 °F

Outdoor Temp Lockout Setpoints

Cooling	15.0 °F	Cooling is locked out below this setpoint (typ. 35F)
Heating	60.0 °F	Heating is locked out above this setpoint (typ. 70F)
Economizer	80.0 °F	Economizer is disabled above this setpoint (typ. 65F)

Economizer Minimum Position

Damper Minimum	35 %	Damper minimum position in occupied mode

High and Low Discharge Control Limits

High Temp Control	125.0 °F	Valve will De-Modulate when Discharge air is Greater than setpoint
Disch Air Low Temp Control	50.0 °F	Mixed Air Actuator will De-Modulate when Discharge air is Less than setpoint

Fan Off Valve Control (Unoccupied)

OATemp to Enable	25.0 °F
BypassTimer Spt	120.00

Boiler/Hx Page:

Time Schedule

AHUs and Unit Ventilators
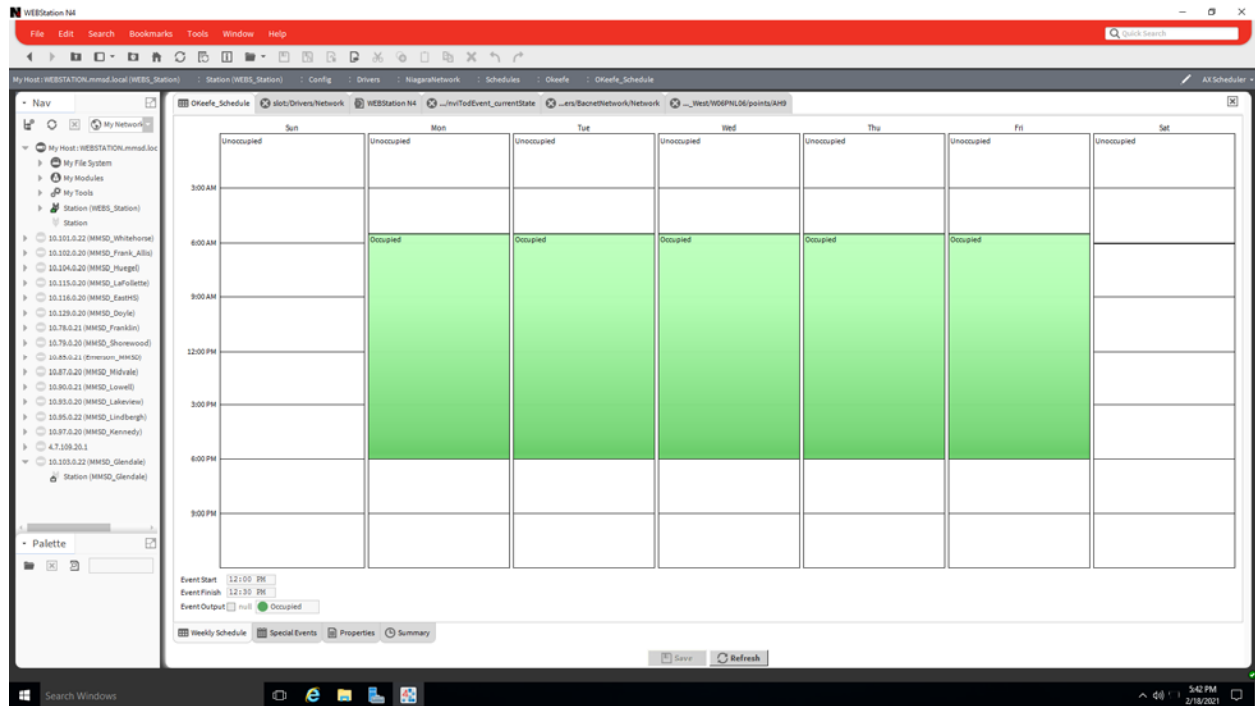
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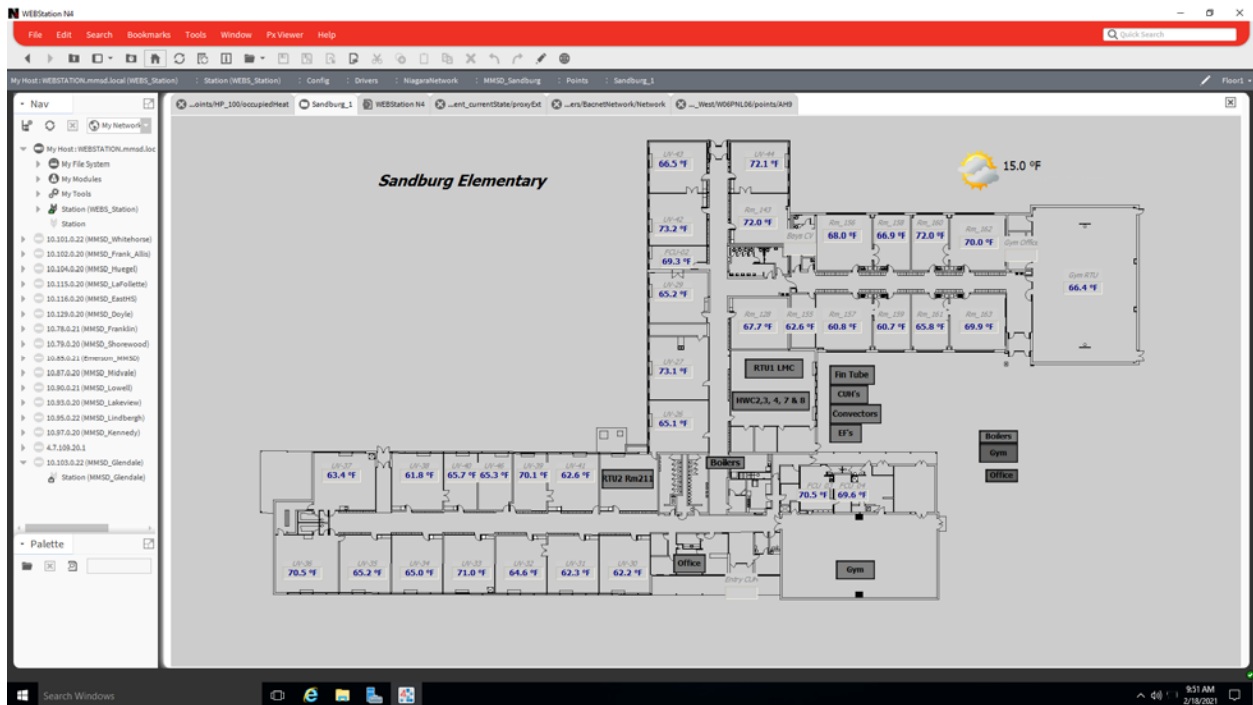
Gym AHU:

Gym AHU Setpoints:

Space Temperature Setpoints

Rm Temp Sp	70.0	Deg
Rm Temp Sp1	70.0	Deg
Nite Sp	60.0	Deg

Outdoor setpoints

Min Oa Sp	35	Pct
Office Min Oa Sp	35	Pct

High and Low Discharge Control Limits

Da Lo Lim Sp	60.0	Deg
Ma Lo Lim Sp	50.0	Deg
Office Ma Lo Lim Sp	50.0	Deg

Office AHU:

Office AHU

Occ Mode	Occupied	
Room Temp	70.0	Deg
Room Temp Sp	70.0	Deg
Room Temp Sp1	70.0	Deg
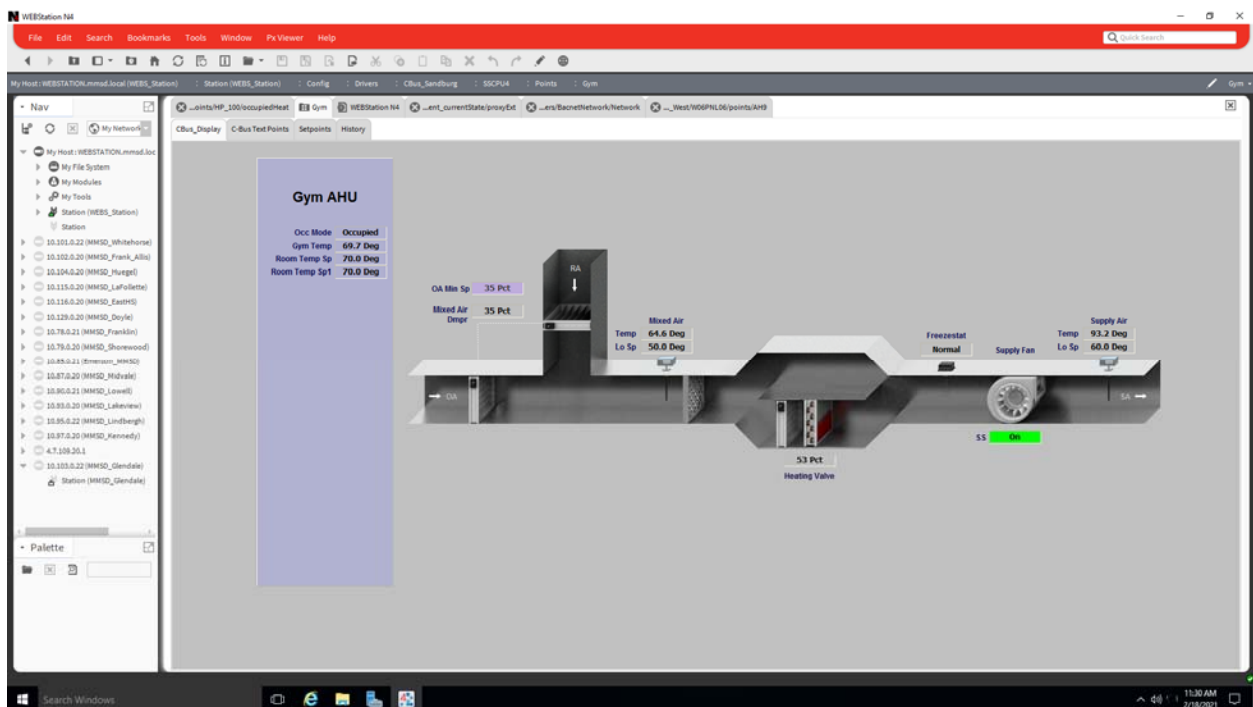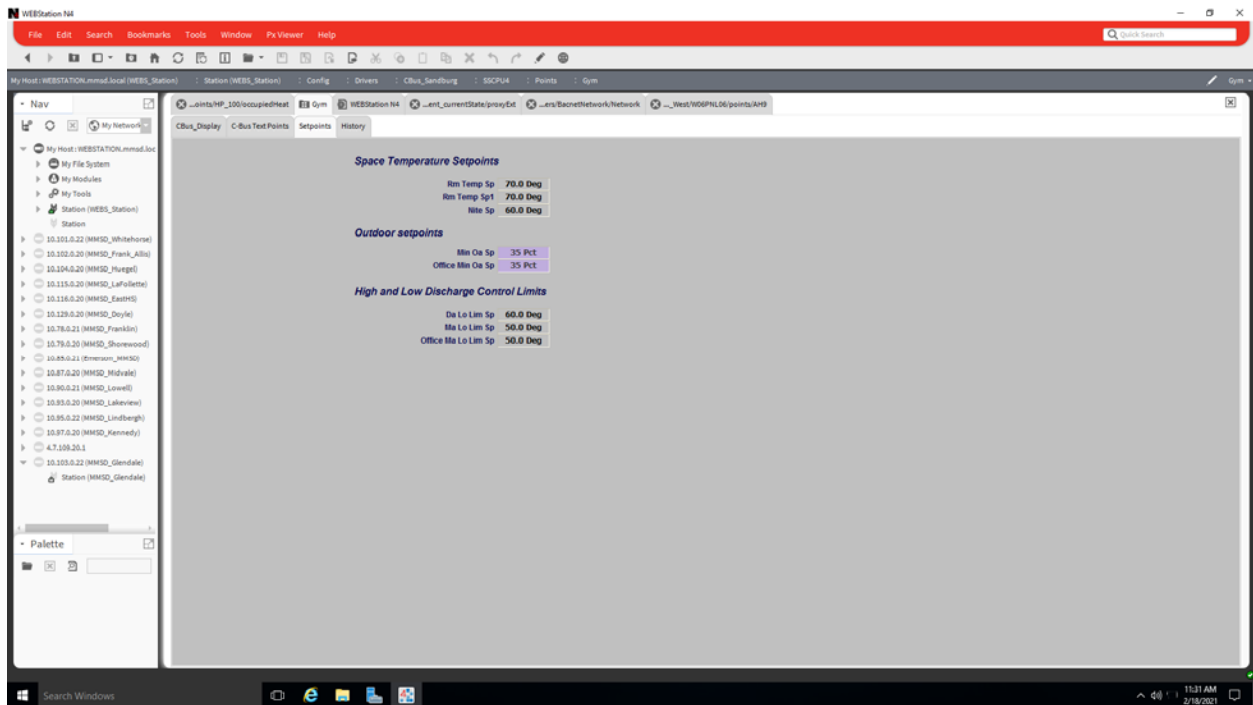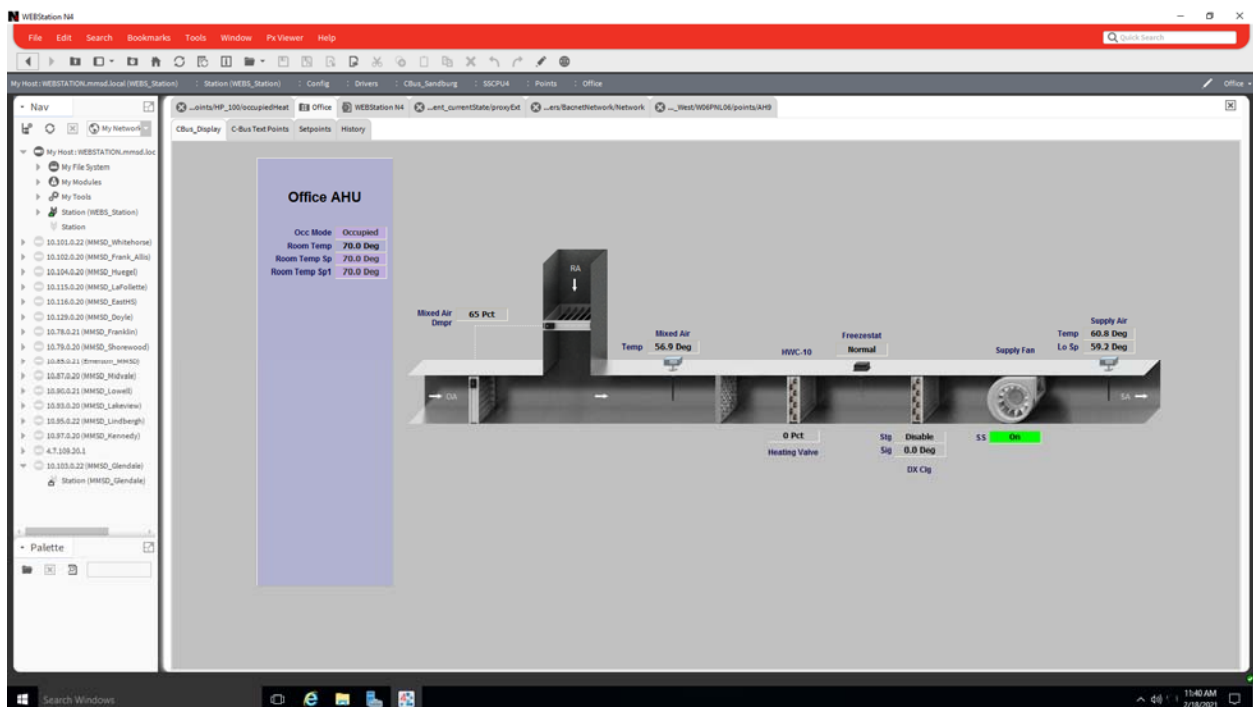
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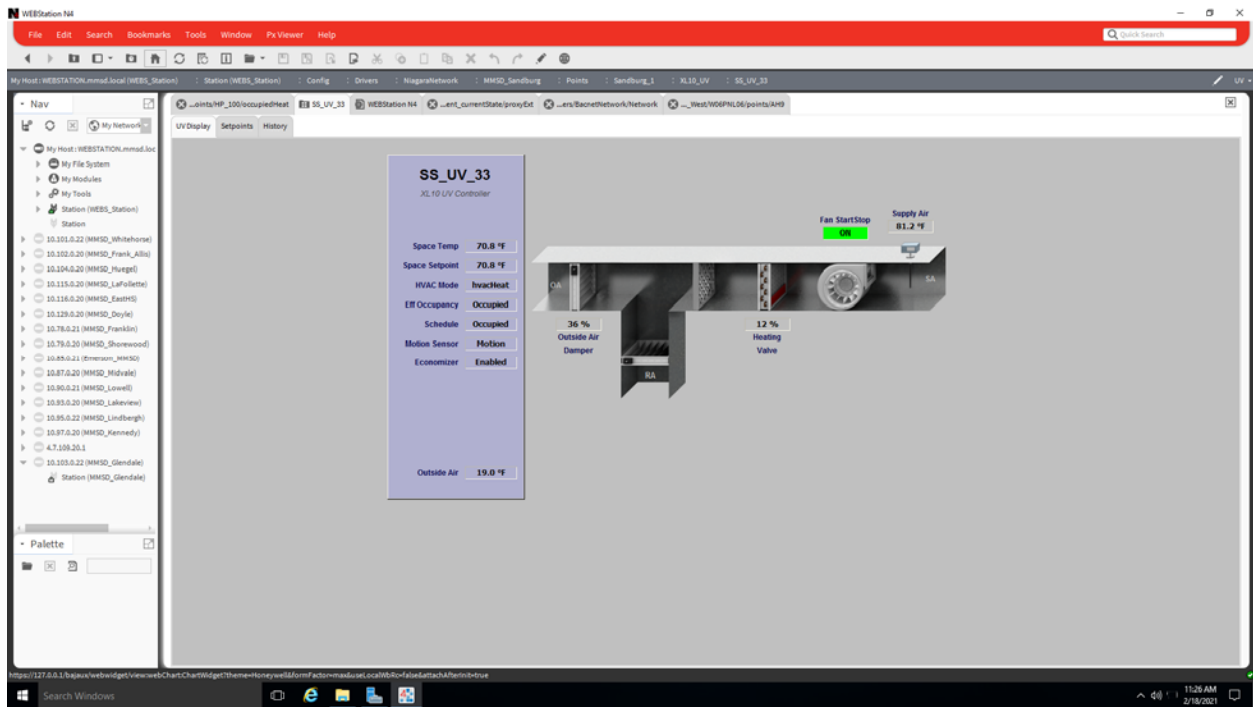
Unit Ventilator Setpoints:

Boiler Page:

Time Schedules:
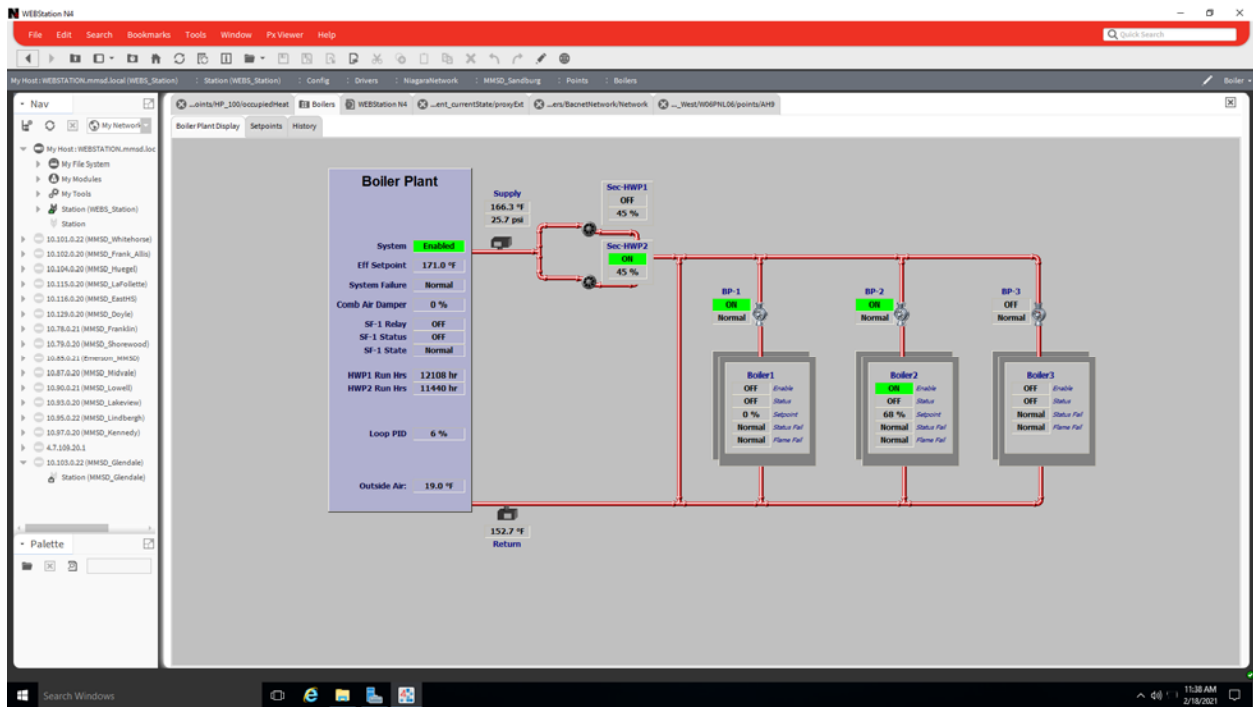
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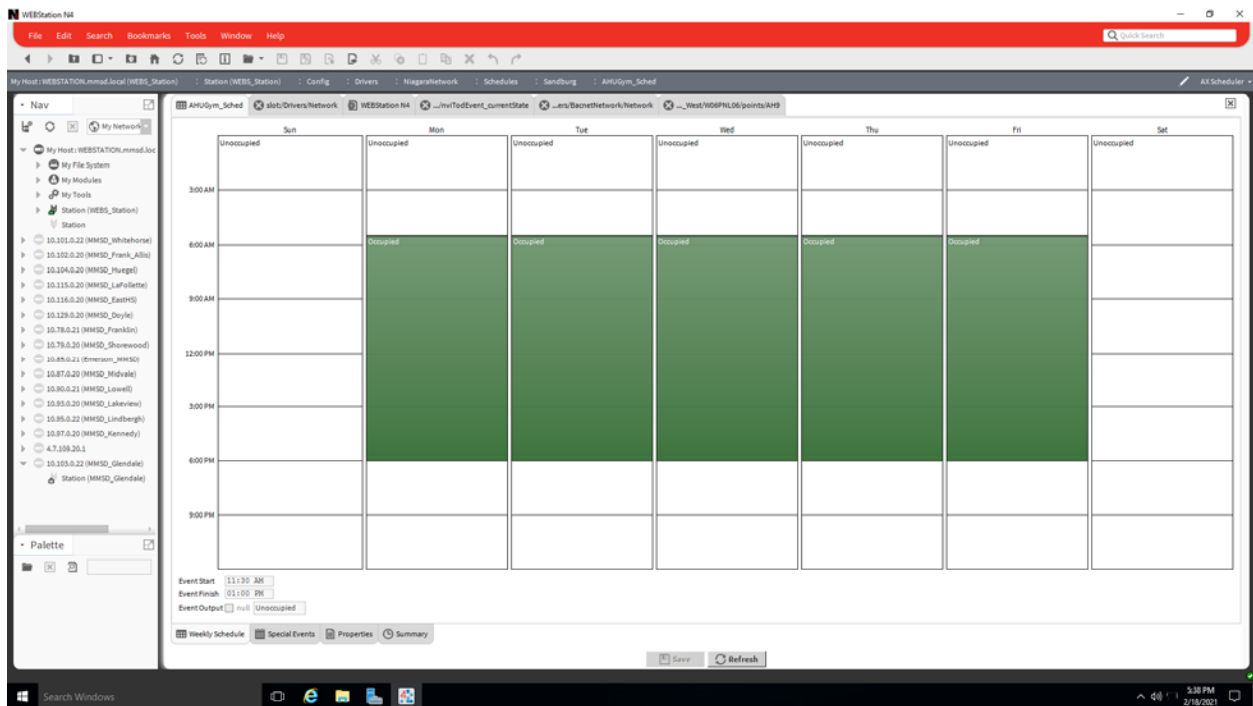
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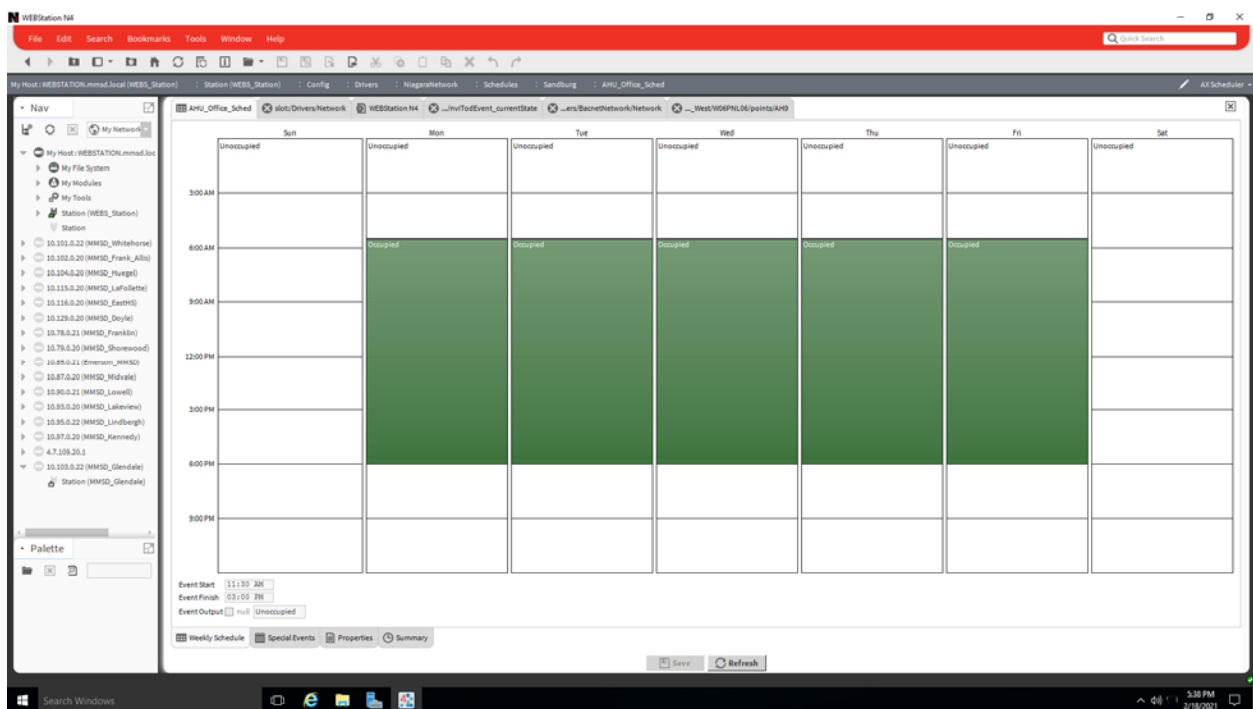
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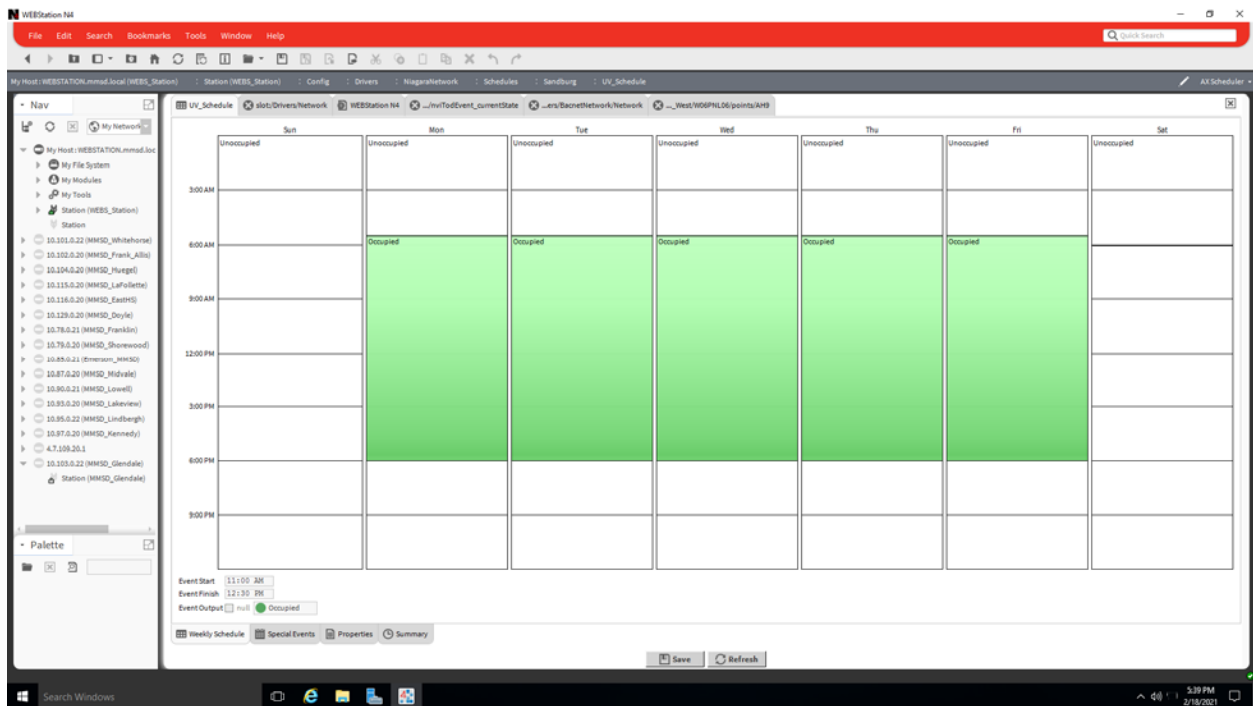
Appendix G
MMSD Reopening Guidelines

Table of Contents

This document is flexible by design since our planning may evolve and shift as we approach reopening. For this reason, always reference this version rather than a copy. Any new or changed content will be indicated.

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This document is flexible by design since our planning may evolve and shift as we approach reopening. For this reason, always reference this version rather than a copy. Any new or changed content will be indicated.

Introduction

On March 13, 2020, all Wisconsin schools were ordered to close to prevent further spread of COVID-19. On July 17, we announced our decision to begin the school year virtually, citing our concerns as local cases surged and as guidance from public health agencies on what schools are required to have in place to reopen left us with limited options. Virtual Learning took place through the first semester of the 2020-21 school year

Throughout first semester, we continued to simultaneously plan for an eventual reopening, whether this happens in a hybrid model or all in-person instruction. Guiding our planning are health data; local, state, and federal guidelines; feedback from families and staff; and collaboration with neighboring school districts.

Our planning is also informed by the following priorities:

- Supporting our most marginalized students
- Creating new ways of working that eliminate racial disparities
- Addressing learning, instructional and service group needs
- Determining staffing capacity and the reallocation of time and space
- Strategies on food service, health supports, transportation and budget
- Supporting economic recovery
- Respecting family choice

This document is the culmination of much collaborative work by our instructional and our operations teams. It is intended to outline, in as much detail as possible, how we plan to move forward with the 2020-21 school year, whether virtual or in-person.

We are working hard to continue to move forward, holding true to our [core values outlined in our Strategic Framework](#), and planning for a safe and successful continuation of the 2020-21 school year. We will continue to post updates on our COVID-19 [website](#).

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Message from the Superintendent

Dear MMSD Community,

The 2020-21 school year has been unlike any other we have experienced. The COVID-19 pandemic has challenged all of us in many different ways and at many different levels. The nature of this pandemic has impacted all aspects of our lives, whether it be at home, at school or in the workplace. And through all of this, life still must go on, and as a community, we have had to learn, adapt, and reinvent our way of living day-to-day in order to keep ourselves and our families safe.

In the same way our day-to-day lives must forge ahead in the face of this pandemic, so must meaningful learning for our children. Throughout my time in education, spanning over two decades, one thing I have learned is educators will always find a way. I am very proud to say this holds true for MMSD, as our dedicated team has put deep thought, hard work and relentless planning to develop a strategy to put us in the best possible place of preparedness to safely reopen schools virtually this fall, and eventually to in-person instruction when possible.

I want to thank the many staff involved in the creation of this document. It represents our best thinking, our core values,our priorities as a district, and above all, our resolve and commitment to providing the best learning opportunities for our students.

The safety of our students and staff will always be our top priority, and this guidance document is a reflection of our commitment. Thank you for your grace, your feedback, and your ideas as we begin the school year.

Until we can be together, I send my most sincere well wishes and gratitude to our #MMSDFamily.

Sincerely,

Carlton D. Jenkins, Ph. D.
Superintendent

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Equity Vision

MMSD's Strategic Framework guides the work and the decision making of the district. Within this framework, are a set of core beliefs, excellence, belonging, racial equity and social justice, voice, focus and creativity, that are paramount to the decision making around COVID-19 response.

Students and families of the Madison school district experienced an abrupt disruption due to COVID-19 and the Safer at Home Executive Order. This pandemic and disruption amplified existing inequities in our school system and our community, such as lack of proximity to opportunities and basic needs for many students and families, especially those living in neighborhoods with higher percentages of poverty. All students and families had to adjust to a different way of learning in a virtual environment through the use of technology; however, we know our most marginalized families need more from us. This plan is designed to put their needs first with access to devices, wifi/access, food, direct communication and social emotional support..

As a district, we want to support all students, but we specifically are focused on those students who are already marginalized and might have experienced much larger negative effects of school closure (including students of color, students with disabilities, English learners, and others). We are seeking to use our current situation to create a short-term solution for reopening that addresses safety concerns through federal, state, and county guidance. For the long term, we are using this disruption as an opportunity to reimagine and redesign MMSD's policies and practices (operationally and instructionally) so that we disrupt the inequities that currently exist and accelerate learning, especially for students of color. For your reference, the MMSD Educational Equity Guidance Document may be found here.

Student-Centered Goal

Rooted in our commitment to Black Excellence, all MMSD students will receive high-quality, grade-level accelerated instruction. The virtual learning of spring 2020 is not the virtual learning of fall 2020, we have had time to prepare for fall learning and expect more from the instructional model. However, we do this while leading with understanding the needs of our families and social emotional supports our students desperately need right now.

We will be focused on social emotional learning as a key way to help students talk about current events and their experiences, as well as how they see themselves in relation to the surrounding world. We will be ready to support their continuing reflection and processing. We have an important job to do. To prepare our future citizens, leaders, and professionals to graduate from high school ready for college, career, and community.

This instructional approach will be rooted in transformative SEL (social emotional learning), will be anti-racist and culturally and linguistically responsive, and will work to interrupt the inequitable pattern of outcomes for our Black students, LatinX students, students from low-income families, and students with special needs.

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Instructional Continuity Plan

Our Plan has two parts, instructional and operational. These plans should be reviewed together, as they are reliant on each other for a successful school year. The Operational Plan is laid out below. The Instructional Continuity Plan will serve to ensure that MMSD has instructional continuity that will support MMSD's staff, families, and students during times that prevent face-to-face instruction. We also understand that equitable access, instruction, and engagement are critical to this type of remote teaching and learning, and we seek to actively address these issues through our plan.

MMSD will use virtual learning to provide opportunities for students and teachers to remain connected and engaged with content while working from their homes. As a district, we understand the challenge that virtual learning creates for our students, families, and teachers who are not accustomed to being apart during instruction.

However, together we will be able to address these concerns to ensure continuous instruction for our students. Please read the Instructional Continuity Plan for a full picture of the MMSD COVID-19 response plan.

The Instructional Continuity Plan outlines details pertaining to:

- Phases of reentry
- District-provided supports around technology, communication platforms, grading, and so on
- Family engagement strategies
- Instructional practices for each grade level
- Social emotional learning
- Special education service delivery
- Support for English learners
- Advanced learning
- Support for students experiencing housing insecurity
- Staff roles and responsibilities

Calendar

In order to ensure high quality learning, we put staff professional development first in our spring and summer work. To address feedback from staff and families regarding virtual instruction, we built additional professional development (PD) days into the school year calendar. This provides a key opportunity for us to prepare our educators and leaders with additional learning so that they are as prepared as possible to make the virtual

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learning experience in the 2020-21 school year stronger, more rigorous, and more equitable than what students experienced in the spring.

To accommodate the additional PD days, the first day of school for students is September 8. The revised calendar may be found here. At this time, we are not anticipating any further changes to our school year calendar. While in a virtual learning model, there is no 'early release' time in the calendar.

Our PD is grounded in a set of guiding principles and goals that center our students and families and their experiences with virtual learning and that supports staff to continue our work with Black Excellence, anti-racism, and our Strategic Framework and to ensure that relationships are central to the work.

The additional days will also provide staff time to connect with all students and families to ensure that they have what they need to start virtual learning and that they know:

- how to use the technology and tools that will be used
- when and how to get support from teachers
- what the expectations are for everyone involved
- how to turn in assignments
- how attendance and grading will work
- students' daily schedule
- the answers to any questions you have before the first day of school

Daily Schedule

Further information about the schedule may be found in the Instructional Continuity Plan and with each school principal.

Virtual Learning Start and End Times - Quarter 1

Below are details on when students and staff will start and end their virtual learning day beginning September 8, 2020.

Students
Elementary: 8:30 a.m. – 3:30 p.m.
Middle: 8:30 a.m. – 3:42 p.m.
High: 8:30 a.m. – 4:00 p.m.

Staff
Elementary: 8:00 a.m. – 3:30 p.m.
Middle: 8:00 a.m. – 4:00 p.m.
High: 8:00 a.m. – 4:00 p.m.

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Schools are sending student schedules as part of their back-to-school communication.

School Start and End Times - In-Person

If and when we move to a hybrid or face-to-face model, schools that were previously scheduled to change their start and end times (Chavez, Lincoln, Midvale, Olson, Hamilton, Toki, and Wright) will not change and will follow the 2019-20 schedule. See mmsd.org/start-times.

We will make every effort to start and end on time, but given the complexities around social distancing, transportation, and other factors, adjustments may be inevitable.

Bell Schedule

During virtual instruction, the bells should be turned off. A review of bell schedules will occur at least three weeks prior to transitioning students back into buildings. Building Services will work with principals and secretaries to reinstate and/or revise bell schedules as needed, using this document.

Communicating with Families

Family Communications

We will stay in close contact with staff and families throughout summer and fall via weekly emails, district and school websites (**mmsd.org/virtual-learning** + **mmsd.org/covid19**), social media, text messages, and phone calls. As we make decisions for the future, our goal is to give families and staff as much advance notice as possible so they can begin to plan for things like childcare and work schedules. It is our hope that our decision points will be two to three weeks prior to the start of each quarter.

How To Get Help from Your School

Your families can contact your school in multiple ways. Families were provided with the following web page for information on contacting your school: https://enrollment.madison.k12.wi.us/how-contact-your-school. Be sure you are checking your school email address and feedback form daily.

How Staff Can Contact Families

Teachers are expected to have documented communication to their families at least once per week. Tools for communicating with families during Virtual Learning include:

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- Zoom
- Google Hangout chat & phone
- Email
- Phone
- Text
- Virtual office hours

There are many resources found in the [Instructional Continuity Plan](#) and [CARES Framework](#). We encourage you to read through both of these documents for ideas and best practices.

As a reminder, staff cannot text or call students using their personal phone.

Some staff have asked about "reverse parades." [Here is guidance around that topic](#).

Home Visit Protocol

At this time, home visits should be avoided as much as possible. Staff should only meet with students if they are delivering direct services by IEP or in a MSCR child care setting. Our original [guidelines](#) released in August 2020 provided a recommended protocol for staff who *must* participate in out-of-school visits during the COVID-19 pandemic. This guidance was updated November 18, 2020, to reflect the most recent orders by Public Health Madison & Dane County and Governor Tony Evers. We continue to revisit You can find our most up-to-date [home visit guidance here](#).

The Wisconsin Department of Health has created a [decision-making tool](#) to help individuals think through whether it is safe to participate in non-essential activities outside of home.

Alternative to in-person visits include:

- Sending a personal message or card through the mail.
- Calling, texting, or emailing.
- Using Zoom or other video call options.
- Arranging for delivery service.
- Assisting the family in navigating public transportation.
- Connecting the family with community or district resource distribution sites.
- Dropping off supplies at the door without direct contact. Make sure to call, text, or email the family prior to dropping supplies off at the door. Keep at least 6 feet of distance at all times if you do interact

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Approach to Reentry or Closure

Under Wisconsin law, MMSD, Public Health Madison & Dane County (PHMDC), and the Wisconsin Department of Health Services (DHS) have the authority to close school buildings whenever necessary, based on a number of factors including viral spread and related data, quarantine requirements, student attendance levels, staffing levels, food service, and transportation. The Public Health Madison & Dane County current metrics, school status, and current order can be found on the PHMDC data page.

MMSD has a protocol for collaboration between the Central Office and school principals or MSCR Cares site directors when a decision is made to temporarily close a classroom, a program, in-person special education services or a school building as a result of COVID. This includes detailed communication with all stakeholders in the school community, including logistical information (food service, technology and devices, transportation, cleaning routines, etc.) and shifts in instruction.

Staff and Student Supports

Addressing Basic Needs

The COVID-19 pandemic has resulted in financial hardship across our district and the world. We are committed to advocating for and connecting families with school and community resources to help with housing, food, personal essentials and other necessities. School social workers and the rest of the student services team are eager to assist.

Deliveries from Thea's Table

One way we can connect families to food resources is through Thea's Table. Thea's Table is an innovative program for Madison school children and their families experiencing homelessness or crises. Thea's Table provides nutritious, shelf-stable food for the weekend, when the children do not get breakfast and lunch at school. While school buildings are closed, Thea's Table weekend food deliveries will be made by volunteers directly to families in the community. School social workers refer families to Thea's Table with an electronic form when they determine a need and the family wishes to sign up. School deliveries will be reinstated when feasible.

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Mobile Food Pantries

Mobile Pop Up Food Pantries will continue to operate into the fall. Please continue to reference **this web page**, for the fall schedule updates as they develop. If families are seeking resources around food access, please 1) Review the website of school and community resources for food; 2) Call 2-1-1 for other up to date listings; local food pantries are continually adapting their practices and hours due to COVID-19.

Visiting Students Out-of-School

Public Health Madison & Dane County continues to release new Orders dictating how many people are allowed to gather indoors and outdoors. Our Home Visit Protocol will follow the current order. As a reminder, staff should be getting pre-approval from you before making visits.

Reverse Parade - Preparing Families to Visit Schools

For any school hoping to invite families to drive past the school to see staff using a "reverse parade", please use the following guidelines:

 Here are some key points to consider:

- We cannot require teachers to participate.
- ***At no time are students or family members allowed in buildings***.
- Identify a safe traffic pattern through the school grounds for families to see teachers
- Staff must practice social distancing with other staff, students and families, and should stay more than 6 feet apart.
- Staff should wear masks.
- Staff should also consider wearing something that clearly displays their name.

- **For families walking to school:**
  - Create walking zones outside of the school building that allows for 6 feet of distance between staff and family members. You may need to use cones, chalk, or tape.
  - Students should consider wearing something that clearly displays their name.
  - There should be absolutely no person-to-person contact.

- **For families driving to school:**
  - Families should place their student's name clearly on their windshield if possible.
  - Families should not get out of cars, open doors, or roll down windows.

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- Send detailed instructions to families:
  - Include the detailed timeframe for the event.
  - Include written directions and map of the school grounds showing the traffic pattern
  - Indicate the care traffic pattern and wal;king traffic pattern on the map
  - Include additional guidance regarding wearing masks, staying in cars, maintain safe distances with other families, etc..

Social Emotional Learning (SEL)

"The pandemic has further illuminated the need for SEL to care for ourselves, our students, and their families. COVID-19 has also exposed existing inequities in education and may fundamentally change how we conceive school. Now more than ever, we must call upon our empathy, resilience, relationship building, and collective resolve as we innovate and rebuild our education systems. " Learning Policy Institute (2020)

Transformational SEL

We must conceptualize and implement social emotional learning in a way that affirms the racial and social political identities of our youth and adults. Therefore our vision for SEL is: *The process where youth and adults acquire and apply the skills necessary to build and maintain authentic relationships. Centered on student identities and youth voice, social emotional learning engages learners in strengthening their academic and social emotional skill development to cultivate their innate abilities to: understand and process their own emotions, set goals, feel and show empathy for others and critically examine root causes of inequity, promote racial and social justice.*

Adult SEL

Adult Social Emotional Learning is about understanding our relationships with ourselves and others. It is about cultivating both our personal and social awareness so that we are able to know ourselves as holistic human beings. This allows us to see the humanity in others to work together to build the world we deserve which is rooted in equity and justice.

SEL comes alive in the following ways:
- Explicit SEL Teaching
- Creating safe & equitable learning environments
- Embedded SEL within other content areas

We recognize this time as an opportunity to further embed Social Emotional Learning in classrooms, and we have created these guidance documents in collaboration with school-based and central-office staff: Elementary School SEL guidance, Middle School SEL Guidance, and High School SEL guidance.

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School Mental Health Supports

The COVID-19 pandemic has resulted in high levels of stress for many. When this stress combines with existing mental health concerns and/or other sources of distress including race-based trauma, it becomes critical to provide a range of intentional supports.

We are committed to delivering proactive school-based mental health supports that are culturally responsive and trauma-informed. This approach builds upon a safe and welcoming school environment, strong relationships, staff wellness, and student and family voice.

Tapping into students' resilience and natural supports are powerful strategies in supporting their emotional wellbeing. Integrating a strengths-based approach across all of our school functions is a critical ingredient to meeting the potential increase in mental health concerns in our student population.

Key Elements of These Supports
- Improve identification of concerns by strengthening the communication between teachers and student support teams.
- Strengthen engagement with needed supports by improving our ability to partner with families by utilizing culturally responsive engagement strategies.
- Deliver tiered supports through targeted screening, trauma-informed strategies, evidence-based interventions, and school-community mental health partnership.

Health and Safety

Personal Safety

Engaging in in-person learning while the virus causing COVID-19 remains in circulation with no vaccine available requires thoughtful considerations and carefully detailed planning. Any shift to in-person learning requires a layered approach to risk-reduction strategies including physical distancing when possible, mask-wearing, frequent hand washing, appropriate PPE, symptom screening, contact tracing, cough and sneeze etiquette, and other safety practices. Each strategy complements the others to mitigate the overall risk of transmission. This plan is based on guidance from Public Health Madison & Dane County, the Wisconsin Department of Public Instruction, the Wisconsin Department of Health Services, and the Centers for Disease Control & Prevention.

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Physical Distancing

The overall goal of "social distancing" (more aptly described as physical distancing) is to increase the physical space between members of the school community to reduce unintended exposures. Public Health Madison & Dane County requires that staff and students remain at least 6 feet apart when feasible and when not feasible ensuring that staff and students are wearing masks. For some students with disabilities, it may be difficult to maintain physical distance. In these cases, other mitigation efforts need to be put into place.

It is also important to keep groups as static as possible. The more individuals a student or staff member interacts with, and the longer the interactions last, the higher the risk of COVID-19 spread. Small, closed classroom groups that serve a consistent group of students and teacher(s) offer an opportunity to more closely control the environment and support contact tracing. Remember to replace hugs, handshakes, and high-fives with smiles, waves, and thumbs-up.

To Help Students Physically Distance
- Increase space between chairs, desks, and all seating spaces to at least 6 feet.
- Remind staff, children, and their families to maintain a safe distance (6 feet) from each other during drop-off and pick-up.
- Keep groups together throughout the day and do not combine groups (e.g., at opening and closing, at lunch, at outdoor playtime).
- Maintain the same groups from day-to-day
- Minimize time standing in lines.
- Develop physical/social distancing markers for individuals to remind them to stay apart.
- Avoid sharing spaces.
- Cancel all field trips, inter-group, and extracurricular activities.
- Follow posted one-way hallway and entry/exit guidelines.
- Support students eating in classrooms (using homerooms for middle and high). Have meals delivered to classrooms when students are unable to go to the lunchroom.
- When working with students, maintain 6 feet of distance whenever possible and limit the time you are in closer contact with the student.
- When you are working in close proximity to a student, try to work side by side or behind the student, rather than face to face.
- Utilize rooms that accommodate social distancing of 6 feet or more to provide instruction and services.
- Have all seating arranged so that students are facing the same way and not face to face.
- Provide related services in the same classroom in which the student receives other instruction.
- Utilize plexiglass barriers if possible when working in close contact with students with communication barriers.

Administration
- Assign rooms so that staff and students can easily enter and exit the building safely.

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- Assign so that the same students and staff are in the same room each day, with no mixing of staff and student cohorts.
- Limit the number of students in a classroom to 6 feet of distancing in the room to the extent possible.
- Limit the number of individuals in the building and specific rooms within the building to those who need to be onsite.
- All spaces must be cleaned after one set of students leave and another arrives. Consider the availability of mid-day cleaning staff when determining how many rooms will be needed.
- Secure seating that allows for distancing and facing the same direction.

Handwashing & Hand Sanitizer

Handwashing is one of the best ways to protect yourself and others from getting sick. Washing your hands can keep you healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you do the following:

- Touch your eyes, nose, or mouth with unwashed hands
- Prepare or eat food and drinks with unwashed hands
- Touch a contaminated surface or object
- Blow your nose, cough, or sneeze into hands and then touch other people's hands or common objects
- Enter or leave classrooms

Wash your hands:

- Upon entering and leaving school.
- After blowing your nose, coughing, or sneezing.
- After using the restroom.
- Before eating or preparing food.
- Before and after touching your face.
- After contact with animals or pets.
- After playing outside.
- Before and after providing routine care for another person who needs assistance.
- After touching frequently touched areas and shared items (e.g., door knobs, handrails, shared computers).
- Before putting on PPE and after taking off PPE (e.g., before putting on gloves for cleaning and after taking off gloves for cleaning).

Follow Five Steps to Wash Your Hands the Right Way

1. Wet your hands with clean, running water (warm or cold), keep the water running, and apply soap.
2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.

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3. Scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel or air dry them. Use a paper towel to turn off the tap.

[Use Hand Sanitizer](#) When You Can't Use Soap and Water

- Use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available. Washing hands with soap and water is the best way to get rid of germs in most situations.
- Sanitizers can quickly reduce the number of germs on hands in many situations. However,
    - Sanitizers do not get rid of all types of germs.
    - Hand sanitizers may not be as effective when hands are visibly dirty or greasy.
    - Hand sanitizers might not remove harmful chemicals from hands like pesticides and heavy metals.

How to use hand sanitizer
- Apply the gel product to the palm of one hand (read the label to learn the correct amount).
- Rub your hands together.
- Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds
- If a student is unable to sanitize their own hands, first sanitize the student's hands, then your own.

Cloth Face Coverings

Cloth face coverings protect others if the wearer is infected with COVID-19 and is not aware. Cloth masks may also offer some level of protection for the wearer. There are currently two Orders in effect regarding face coverings: one from [Governor Tony Ever's office](#) that is in effect and covers all of Wisconsin and one from [Public Health Madison & Dane County](#). These orders now require students who are over five years of age and all staff to wear a face covering that covers their nose and mouth when indoors and on buses and if within 6 feet of working with an individual outdoors. DHS recommends that students over two years of age wear a face covering. Some individuals are exempt if they have a physical, mental, or developmental condition that prevents them from wearing a mask. You will be required to produce a medical excuse if unable to wear a mask. For more information, [go to the Civil Rights FAQ regarding mask wearing](#). For more detailed information about masks, see the handout ["**Why Is It Important To Wear A Mask?"**](#)

Key messages about cloth masks:

- Make/buy and wear masks by following [CDC guidance](#) and guidance from [Public Health Madison Dane County](#)
- Be careful not to touch your eyes, nose, or mouth while wearing cloth masks to prevent potential contamination.
- Wash your hands thoroughly before putting on the mask.

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- Remove the mask carefully and wash your hands thoroughly after removing.
- Wash the mask after each use or at a minimum daily.
- After taking off cloth masks, store in breathable paper bags. Do not store in plastic bags.
- Wearing cloth masks does not replace the need to continue frequent hand washing, avoiding touching the face, and practicing social distancing, which are our best tools to help prevent the spread of illness.

Mask Exemption

Staff: All staff must wear a mask. Some employees may qualify for an ADA accommodation. If an employee is unable to wear a mask, principals should connect them with Human Resources.

Students: Students are expected to wear masks unless:

- The student has a disability related condition that prevents them from wearing a mask. IEP and 504 teams should meet to discuss what accommodations the student may need and determine if the student will receive face-to-face instruction. Staff should take extra precautions (e.g., a face shield with a mask) if a student is unable to wear a mask. Efforts should be made to desensitize the student to wearing a mask (consult Occupational Therapy).
- The student is unable to remove their mask themselves.

Alternate Face Coverings

Recognizing that some special education functions necessitate faces to be visible during instruction, Student Services will supply clear face masks and face shields with masks to staff or students who need them. Connect with your PST or School Nurse to ask for these face coverings.

Personal Protective Equipment (PPE)

Personal Protective Equipment (PPE) refers to specialized clothing or equipment worn by an employee for protection against infectious materials. PPE prevents contact with an infectious agent or body fluid that may contain an infectious agent by creating a barrier between the potential infectious material and the individual. MMSD provides additional PPE to school staff who need extra protection due to occupational exposure such as nurses, nurses' assistants, and others providing direct health care to students.

Personal Protective Equipment can include gloves, gowns, surgical masks, respirators, eye protection, face shields, and goggles.

Guidelines and Resources for Personal Protective Equipment (PPE) in School Setting. [PPE Considerations for School Personnel.](#)

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20

Gloves help protect you when directly handling someone else's body fluids (such as blood, respiratory secretions, vomit, urine or feces).

- Situation dependent. Recommended wearing gloves only for specific tasks such as for diaper changes, during feeding and anytime to prevent contact with body fluids. Gloves should not be worn for long periods of time.
- Apply gloves just before touching mucous membranes or contacting blood, body fluids, secretions, or excretions
- Remove gloves promptly after use and discard before touching non-contaminated items or environmental surfaces, and before providing care to another patient
- Vinyl or nitrile gloves may be worn.
- Change gloves when visibly soiled, torn, or punctured.
- Wash hands upon removing gloves. Gloves do not replace the need for thorough handwashing.
- Do not reuse gloves.

Gowns help protect you from the contamination of clothing from potentially infectious material. Wear a gown when:

- In close contact with a student who can't manage oral secretions, coughs, or sneezes AND is unable to wear a face mask.
- Gowns are not necessary when assisting a student with toileting unless the above conditions apply.

PPE Requirements for MMSD Staff Working with Students

Scenario/Task	PPE Required	Staff Requiring PPE
Typical Teaching/Job Scenarios/Interactions with Student including direct contact (teacher wearing cloth mask and student wearing cloth mask)	- Cloth Mask - Plastic gloves - if using cleaning products *Face Shield optional*	- Principal/Administrator - Teacher - Support Staff - Daycare provider - Special Education Staff - Clerical Staff - Custodian unless cleaning bodily fluids then surgical face mask and medical gloves.
Typical Teaching/Job Scenarios/Interactions with a student including direct contact when a student is unable to wear a mask.	- Surgical Face Mask - Face Shield - Medical gloves - if direct contact with secretions and bodily fluids or clean-up of these fluids	Special Education Staff* *If you have questions about your student, please connect with your principal".
Assisting student with direct	Surgical Face Mask	Special Education Staff

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contact and they are not able to wear a mask AND are unable to control their secretions (cough/sneeze/drooling)	● Face Shield ● Medical gloves - if direct contact with secretions and bodily fluids or clean-up of these fluids ● Gown	
Providing health care services to students	● Surgical Face Mask ● Face Shield ● Medical gloves - if direct contact with secretions and bodily fluids or clean-up of these fluids ● Gown - if direct contact with secretions and bodily fluids or clean-up of these fluids	Health Services Staff
Providing school-wide customer service activities and transaction services, such as in main offices and food services. Other activities include one on one services for students with disabilities who are unable to wear masks and those who need the face to be visible for therapies..	● Plexiglass barriers	● Clerical staff ● Special education staff such as: 　○ Speech and Language therapists who need to see the student's face for communication for therapies 　○ early childhood teachers and related services staff who need to evaluate a student for an IEP who may not be able to wear a mask.

Health Screening

Symptom screening and temperature taking are strategies for identifying individuals with COVID-19. In addition to screening and testing, contact tracing is an effective disease control strategy that involves investigating cases and their contacts, typically by asking individuals to isolate and asking those they have been in contact with to quarantine at home voluntarily. These strategies must be carried out in a way that protects privacy and confidentiality consistent with applicable laws and regulations.

Symptom Screening

Symptom screening and temperature taking should be performed prior to arrival to schools. The CDC does not currently recommend universal symptom screening be conducted by schools. Families or caregivers will be strongly encouraged to monitor their children for signs of infectious illness every day, this includes taking their child's temperature. If families do not have access to a thermometer, please contact the school nurse. Families and staff will report via an electronic application if they are ill, COVID-19 positive, or have been in

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22

close contact with someone who is COVID-19 positive. This method will identify ill children and staff who should not be in school.

School nurses will follow up with students and staff who test positive for COVID-19 or are identified as a close contact to complete contact tracing. We will contact families whose students are ill to make sure that they have access to health care and discuss when they can return to school. Follow guidance from DPI: Returning to School. See MMSD Return to School and Work Decision Tree. Also, see Public Health Madison & Dane County Questions and Answers About An Employee Testing Positive or Being Exposed to COVID-19, CDC, and DHS/DPI school document "Returning to School After COVID-19".

Visitors, family members and substitute teachers, upon entering the building, will be required to have their temperature checked and complete a symptom screener.

Questions include:

1. Do you or have you had a temperature over 100.4 degrees in the past 48 hours?
2. Do you have any other symptoms of COVID-19 such as cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, or new loss of taste or smell?
3. Have you taken any medication to lower your temperature in the past 48 hours?
4. Have you been in close contact with anyone who has tested positive for COVID-19?

Daily COVID symptom screener

Rachelle Hady, Director of Benefits, rdhady@, 212-5884

Employees who are working in-person are required to complete a self-check prior to starting their workday. Employees who are using their ID Badge to enter their building are receiving **daily reminders** to complete the symptom screen but those not using their badges or checking their email are not aware of the self-check requirements.

We realize many of our employees may not be using a badge to get in OR are not checking their email. To ensure all employees follow this protocol, please **post this poster** on entry doors and near the punch clocks. Also, please share this information in your next all-staff communication.

Contact Tracing

MMSD School Nurses collaborate with Public Health Madison & Dane County to provide contact tracing within schools for MMSD employees and students, following the PHMDC's Action Plan for Confirmed or Suspected COVID-19 Case in a Dane County School.

Nurses and nurse assistants are required to take the course Contact Tracing by Johns Hopkins University to provide contact tracing for staff and students. Contact tracing for COVID-19 typically involves the following:

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1. Interviewing people with COVID-19 to identify everyone they had close contact with during the time they may have been infectious.
2. Notifying school contacts of their potential exposure.
3. Referring contacts for testing.
4. Monitoring contacts for signs and symptoms of COVID-19.
5. Connecting contacts with services they might need during the self-quarantine or isolation period.
6. Sending classroom and school COVID-19 letters.
7. ~~Steps to take when a staff member is a close contact of someone with COVID-19 and when there is a confirmed or suspected case of COVID-19.~~
8. ~~Steps to take when a student is a close contact of someone with COVID-19 and when there is a confirmed or suspected case of COVID-19.~~

To prevent the further spread of disease, individuals who present with the following:

- test positive for COVID-19

- confirmed close contact of someone who tests positive

- have symptoms of COVID-19

will not be able to return to work for a period of time. See the COVID-19 Decision Tree on Return to Work or School (8/20/20) for more specifics.

Other Preventative Practices

Cough/Sneeze Etiquette

Cough Etiquette helps prevent the spread of infection. This involves covering your mouth and nose:

- When you cough or sneeze, cover your mouth and nose using your upper sleeve or elbow.
- Or, cover your mouth and nose with a tissue.Toss the used tissue in the garbage.
- Or, cough or sneeze into your mask and change if soiled.
- After coughing or sneezing, wash hands with soap and water, especially if you're caring for the sick.
- Use an alcohol-based hand sanitizer when soap and water aren't available.

Support Children and Young Adults

Support For Children and Young Adults
Some of the questions teens might be asking are, "Should I be freaking out about COVID-19?" and "Why can't I hang out with my friends in person?". They may be feeling worried, bored, or frustrated. Below are some resources to help children and young adults better understand COVID-19 and reduce their stress levels.

1. Learn about COVID-19. Knowing the facts and stopping the spread of rumors about COVID-19 can help teens feel more in control of what is happening.

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2. [Help stop the spread of COVID-19](#) by encouraging teens to wash their hands often with soap and water, covering coughs and sneezes, and avoiding close contact with other people – even their friends. COVID-19 may be spread by people who do not have symptoms.
3. [Wear cloth face coverings](#) when teens leave their home to help slow the spread of COVID-19.
4. You can be social, but do it from a distance, such as reaching out to friends by phone, text, video chat, and social media.

Health Office

Supporting Students with First Aid, Medical, or Health Needs

First aid situations, to the degree possible, should be handled by the student in the classroom to prevent health office congregation and possible cross exposure. We recommend the following:

- All staff, including support staff, are trained in first aid or at least one staff per classroom.
- All classrooms are stocked with first aid supplies.
- School Nurses and Assistants will be in buildings for direct care and consultation.
- To the extent possible, students provide self-care with staff direction and physical distancing.
- Staff will need to contact the health office prior to sending the student to the office if they are uncertain or need guidance about student care. Students are triaged over the phone. Only those with valid health concerns are sent for additional treatment to the health office.
- If students or staff arrive at the office, those potentially feeling ill with COVID-19 symptoms should immediately relocate to the designated isolation space.

(For more information see [MSCR Fall ChildCare Sites Health Office Guidance](#) Around COVID-19 Precautions).

Signs and Symptoms of COVID-19

Individuals who have tested positive for COVID-19 have reported a [wide range of symptoms](#) ranging from mild symptoms to severe illness. Symptoms may appear **2-14 days after exposure to the virus.**

People with these symptoms may have COVID-19:
- Fever (100.4 degrees F) or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose

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- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19.

Preparing, Triaging, Monitoring Symptomatic & Sick Space

1. Students should be triaged prior to entering the health office.
2. Students should have their temperature taken with a non-contact Wand thermometer before entering the health office.
3. If a person who is not coughing or sneezing occupies the health office for only a short period of time, the likelihood of any risk to health care personnel and subsequent patients dissipates over a matter of minutes. In addition to ensuring sufficient time for enough air changes to remove potentially infectious particles, healthcare personnel should clean and disinfect environmental surfaces and shared equipment before the room is used for another student. See section for health office cleaning.
4. In general, the office will need to establish the following three areas:

General Waiting Area (students waiting to be triaged)	Well Student Area (those students who have scheduled medical needs)	Students with COVID-19 Symptoms Area

5. Isolate symptomatic individuals as soon as possible in another room or an area that is at least 6 feet away from others.
6. Health services staff conducting any assessments on individuals who are symptomatic or known to have COVID-19 must wear Personal Protective Equipment, including gloves, surgical mask, and face shield. A gown should be worn for any bodily fluid exposure.
7. Sick policies and guidelines should be established for staff and students that encourage individuals who are feeling ill or exhibit signs and symptoms to stay or go home.
8. Identify critical job functions and positions, plan for alternative coverage by cross-training staff. Health Services Staff will need to be flexible to ensure coverage of all the sites health offices.

Staying Home When Ill

- Prior to coming to school, students and staff should conduct daily symptom checks and stay home if they are:
  - sick and do not feel well
  - have signs or symptoms of COVID-19 or have been tested for COVID-19
  - identified as a close contact to someone with COVID-19

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- - if they are asked by Public Health, health care provider or school to isolate or quarantine at home
  - present with the symptoms outlined is the DPI guidance Returning to School After COVID-19

- School Nurses should provide information to families about:
  - Keeping students home if they are ill, and the length of time they must stay home
  - Identifying the signs and symptoms of COVID-19
  - Taking and monitoring temperatures at home
  - Availability of COVID-19 testing sites and other health care resources
  - Updating contact information and emergency contacts
  - Coming to school as soon as possible to pick up their student, if called
  - Handwashing, face covering, maintaining appropriate distance/space
  - Notifying their student's school if they are staying home from school because they are sick with symptoms of COVID-19 or if they have been exposed to COVID-19, and describe their symptoms if they have any.

- Advise sick staff members and students not to return until they have met PHMDC/CDC criteria to discontinue home isolation or quarantine.

Returning to School and Work After Suspected COVID-19 Symptoms

See PHMDC COVID-19 Scenarios at the Workplace - Policy and Requirements for Returning to Work and MMSD Returning to Work or School Flowchart.

COVID Point Person

DPI recommends each school assign a COVID Point Person. In MMSD the school nurse is your Covid-19 Point of Contact. The school nurse is knowledgeable about COVID-19, receives daily updates on COVID-19, trained in health and safety guidance and carries out the important step of contact tracing. The Point of Contact responsibilities also include the following:

- Answering questions for staff, families and students around COVID-19
- Training staff and students around health and safety practices
- Following-up with staff and students who have COVID-19 like symptoms and positive with COVID-19
- Providing contact tracing in the building when there is a positive case of COVID-19

Facility Safety (In-Person)

We continue to plan for both a hybrid model and all in-person learning so we are as prepared as possible

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when it is safe to reopen buildings. School safety is at the heart of all of our plans, and we wanted to offer you a window into the work that took place to support safety through the 2019-20 school year, what systems and resources we have in place to support student safety during virtual learning, and where we are headed next once we begin shifting to a hybrid model or face-to-face instruction.

We want our schools to be safe and welcoming learning environments that nurture the cognitive, emotional and physical well-being of all students, staff and families. We believe that the safest schools are those that foster a climate of support and respect and that instill a sense of community. Building security, incident response and threat assessments are vital components as well.

Read more about our safety and security work.

General Principles for Safely Navigating the Building

To promote physical distancing, principals, with support from their team, are responsible for ensuring students and staff are easily able to navigate through hallways, doorways, and classrooms. Consider closing spaces that cannot be safe, requiring one-way traffic in the hallways, and doors designed for ingress or egress only. See the physical distancing section of this guidance for further details. The signage you received will help you do this.

Signage

While teaching and practicing healthy behaviors such as physical distancing, hand hygiene, and covering coughs will be our primary means of maintaining healthy environments, signage will supplement these efforts and serve as reminders of healthy practices. Some signs contain information in three languages English, Hmong and Spanish. These are meant to be displayed at building entrances and in areas close to building entrances, Welcome Centers and main offices. Other signage intended for staff and students throughout school buildings is mainly in English. We are working on developing additional signage in Hmong and Spanish and will deliver those digitally to schools, with the goal of also having some printed and delivered to schools – in particular, DLI schools.

View hand washing and hand rubbing signs and how to safely wear your mask sign.
View other signage.

A cross-functional team representing Health Services, Building Services, Communications, the Chief of Operations Office, and the Office of Multilingual and Global Education created,, purchased and delivered, signage to schools throughout September and October of 2020

Schools will display signage pertaining to wearing face coverings, hand-washing, symptom monitoring, staying home when ill, and physical distancing. Our Assistant Director of Health Services selected the most appropriate signage using resources from the Centers for Disease Control and Prevention, the World Health Organization, Public Health Madison & Dane County, and others.

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Signage pertaining to visitor policy, drop-off/pick-up, building entrances and exits, pedestrian flow, and other building-related signage will also be displayed at schools before reopening schools in a hybrid or all in-person model

We have also created some simple signs that schools may wish to use with common phrases (in three languages) such as Staff Only, Restricted Access, This Entrance Closed, Check In Here, and so on. You can find these signs here. If you wish to print any, they should print fine on multiple paper sizes (legal, 8.5" x 11", etc.)

Furniture Placement

Given requirements for social distancing, we need to create space. Therefore, classroom furniture should be minimized and stored. Here you will find the classroom checklist to support staff in eliminating items that are not needed for instruction and could increase safety risks. Additionally, any hallway or common space seating areas should be eliminated. Libraries and other common spaces may be used for instruction in order to provide greater physical distancing.

Cleaning and Disinfecting

Cleaning will be carried out in accordance with CDC, Wisconsin DPI and Public Health Madison & Dane County guidelines. Daily cleaning with Peroxide cleaner to remove germs and dirt from surfaces and will be followed up with a thorough disinfection, which lowers the risk of spreading COVID-19 infection. It is a requirement to wear gloves and masks during routine cleaning.

Custodial and Maintenance staff will be using a new modified version of their previous routines to focus on "high touch-point" disinfection cleaning as the first priority. This will help decrease the likelihood that touch-point disinfection is missed. High touch-point areas include desks, tabletops, doorknobs, railings, light and water fixtures, restroom stall door locks, elevator buttons, countertops, chair arms, and phones.

Floors in all common areas/restrooms will be wet mopped or auto scrubbed daily. Classroom floors will be wet mopped a minimum of twice per week and spot mopped daily as needed.

Cleaning Protocols Following a COVID-19 Positive Case

A school might need to implement short-term closure procedures if an infected person has been in the building. In addition, CDC recommends cleaning and disinfecting the school building thoroughly by:

1) Closing off areas used by the persons with COVID-19 and waiting as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets

- Open outside doors and windows to increase air circulation in the area.

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- If possible, wait up to 24 hours before beginning cleaning and disinfection.

2) Cleaning and disinfecting all areas (e.g., offices, bathrooms, and common areas) used by the person(s) with COVID-19, focusing especially on frequently touched surfaces

- Surfaces should be cleaned using soap (or a detergent) and water prior to disinfection.
- For disinfection, most common EPA-registered household disinfectants should be effective against the virus that causes COVID-19.

MMSD Custodians are required to watch training videos and take follow up assessments regarding the content. These videos will detail daily cleaning protocols, chemical usage, PPE usage, deep disinfecting and day-time cleaning practices. This training, along with posted procedure sheets, nightly checklists, and product usage charts indicating which product is used for which task, help ensure compliance with updated cleaning methods.

Each classroom and support room will have a "kit," with 32 oz. hand sanitizer, 3M Peroxide Cleaner, gloves, and paper towels. All bottles will be properly labeled. Staff members are encouraged to use these products in their spaces to supplement cleaning provided by the custodial staff, particularly in high touch-point areas. The Peroxide Cleaner will be replenished daily and upon request.

Products used by custodial staff:
3M Peroxide Cleaner Concentrate 34A is MMSD's "go to," general-use Green Seal Certified cleaner for use removing soil and grime from surfaces. Each classroom will have a spray bottle.

3M Disinfectant Cleaner Concentrate 42A is an EPA registered, 5 minute contact time, Hospital Grade Disinfectant.Treated surfaces will remain wet for a minimum of five minutes.

3M Neutral Cleaner Concentrate 3A is Green Seal Certified cleaner for mop buckets and Auto-scrubbing machines.

3M Glass Cleaner and Protector 17A. Green Seal Certified glass and general purpose cleaner.
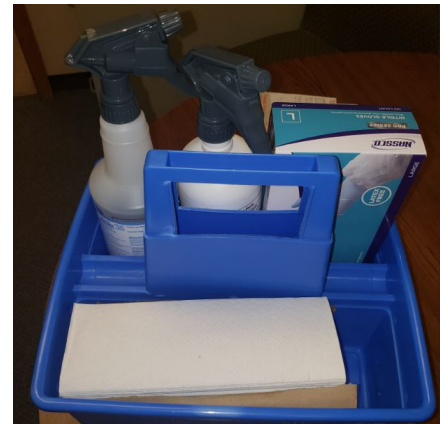
Please note: Soft and porous materials including rugs and couches, along with any other items that are difficult to clean and disinfect (for example, couches, stuffed chairs, pillows, or sensory tables) will be removed. In addition, all district instructional spaces are being "de-cluttered" to assist the efficiency of daily cleaning and disinfection. Wherever possible, loose items used and shared by young children who are prone to putting items in their mouth will be removed from the classroom. Disinfectants will not be applied on items that children might put in their mouths.

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Ventilation and Circulation

HVAC systems will be operated per CDC and ASHRAE (American Society of Heating, Refrigerating and Air-Conditioning Engineers) recommendations to reduce airborne exposures:

- Ensure ventilation systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space.
- Increase outdoor air ventilation to the maximum allowable level without creating indoor air quality issues during extreme temperature conditions. With a lower occupancy level in the building, the effective dilution ventilation per person is increased.
- Disable any existing demand-controlled ventilation (DCV).
- Improve central air filtration capacity to maximum allowable per individual equipment specifications.
- Keep air systems running for longer hours to enhance air exchanges in the building space.

Water Safety

1. Unoccupied Bi-Weekly Flushing:
   Based on recommendations from the CDC, Public Health Madison & Dane County, and ESPRI (Environmental Science, Policy, and Research Institute), MMSD has developed an Unoccupied Domestic Water Flushing Procedure that is being performed every two weeks during periods when buildings have little water usage.

   This procedure requires the flushing of all cold water and hot water taps in each building. When stagnant water sits in the piping system for extended periods of time, the disinfectant begins to dissipate and the water can become a breeding ground for harmful bacteria. This procedure is designed to flush out all stagnant water from the plumbing system. Shower heads, faucets, sprayers, and aerators are also cleaned during each plumbing system flush.

   2. The operation of all building handwashing faucets will be checked during unoccupied periods. Faucets shall be functioning before reopening the buildings to maximize the number of hand-washing stations.

   3. Custodians shall verify proper operation of water coolers, drinking fountains, water heaters, and return pumps during unoccupied periods.

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Human Resources

As a school district, we are on a mission to close the gaps in opportunity that lead to disparities in achievement, and to ensure every child is academically challenged in a safe and supportive environment. Together with our teachers, families, staff and community, we want to be the model of a successful public school district. We will invest in people – We will commit to investing in and fully supporting our staff, with a focus on anti-racist, culturally responsive and inclusive teaching, including virtual instruction, and powerfully aligned hiring, placement, induction, professional growth, coaching and evaluation practices.

As MMSD continues to intentionally create a multi-dimensional plan for Reopening and Recovery that seeks to disrupt inequities, we want to ensure that staff are able to support and respond to student needs across the district while still maintaining safe and healthy environments.

The following section outlines guidance for continuing human resources work and staff expectations for a safe reopen and recovery.

Upon complete review of policies and guidance, staff will be required to sign off on handbook and COVID policies and expectations that follow. This will ensure employees understand their role in keeping themselves and students safe. **Employees will be required to sign off within 30 days of their hire date and/or 30 days of the receipt of the updated language/policies.** Sign off will be in the Learning Management System.

Expectations for Employment

The following section aims to ensure that staff are able to support and respond to student needs across the district while still maintaining safe and healthy environments. It includes time and attendance, how to monitor your health, recording and requesting absences, and minimizing risk to employees.

Remote Work Guidelines (Working Virtually)

It's important to recognize that while COVID is still active in our community, we will take as many efforts as possible to mitigate the spread. Employees who continue to work from home, when approved by their supervisor, should follow these guidelines:
- Work with your supervisor to confirm and document your working hours.
- Make use of technology - Zoom meetings, phone calls, Google Docs, email, etc.
- Plan ahead as much as possible for childcare so that interruptions are minimized.

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- Flex hours if appropriate and needed. We trust that staff will balance completing their job duties with supporting and caring for their families.
- Collaborate with teams on online instructional time.

Return to Work and Employment Options (Working Virtually or In-Person)

We understand the risks and concerns employees may have as we continue to work through the COVID-19 pandemic and for those returning to work in-person. MMSD is committed to a healthy and safe workplace for all staff and students. Below are some things to plan for while we move into this new phase and new ways of working.

- Principals are expected to be in the building any time there are staff, students or partner programming present.
- All employees must wear a mask while working in the building.
- All employees who return to work in the building must complete a daily symptom check prior to entering the building.
- Plan ahead as much as possible for childcare so that interruptions are minimized.

Expectations of Staff for In-Person Instruction and the Role of the Principal

Principals have both the authority and responsibility to make staff assignments. This includes assigning staff to work in-person with students when it is determined to be required to meet their educational needs. When IEP teams are making these determinations, student needs are the primary driver of staff schedules and assignments. See **additional information on next steps**.

Punching In and Out of Work - Hourly Employees (Working Virtually or In-Person)

As hourly employees return to work, they will be required to follow the same protocol for punching in and out and teachers will be required to enter their time off in Absence Management.

- **New for this year**, hourly employees will be able to download a Kronos app for their smart phone and can punch in and out through their devices rather than touching high-touch Kronos punch clocks. More information about different ways to punch in can be found here. Geo fencing and tracking by managers will be practiced to ensure employees are punching in and out appropriately.

Workspace Best Practice (Working In-Person)

It's important to know that not only are you protecting yourself while following health/hygiene best practices, you're also protecting your co-workers, friends, and family. Below are five best practices you must follow while you are working within one of MMSD's buildings.

- Practice physical distancing by keeping at least 6 feet apart (6 feet is similar to the length of a sofa, the width of a car or a similar distance, such as your arm span).
- Limit going to areas with high traffic. Do not frequent breakrooms, conference rooms, or shared workspaces, etc.
- Do not share computers, pens/pencils, etc.

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- Wash your hands frequently with soap and water for at least 20 seconds
- Wear your mask and avoid touching your face.
- **If you begin showing COVID symptoms at work, you must go home immediately. Symptoms are listed below under the Feeling Unwell section.**

Feeling Unwell (Working Virtually or In-Person)

If at some point you begin experiencing symptoms of COVID-19, <u>reach out to your healthcare provider immediately</u>. **If you begin showing symptoms at work, you must go home immediately.** Symptoms may appear 2-14 days after exposure to the virus. Symptoms include but are not limited to:
- Fever or chills
- Cough
- Sore throat
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- New loss of taste or smell

After speaking to your healthcare provider, you may be advised to have a COVID-19 test or stay at home. You must notify your supervisor, School Nurse (COVID-Point Person), and Human Resources (leaves@madison.k12.wi.us) if you are told to stay at home and/or if you test positive, as you may be eligible for FFCRA leave.

High-Risk Staff/Underlying Medical Conditions (Working In-Person)

If you think you have an underlying medical condition that may place you at higher risk regarding COVID-19, **call your healthcare provider** to discuss what risk factors are and whether they will affect your ability to work. Issues that impact your availability to work should be documented by your healthcare provider and provided to your immediate supervisor and the Human Resources department. MMSD will make reasonable accommodations based on medical conditions.

If after speaking to your healthcare provider it is determined that you have an underlying medical condition that prevents you from working, you may be eligible for a Medical Leave of Absence. In this case, you will have to [apply for a medical Leave of Absence](#) and provide medical documentation to support the medical leave.

Taking Time Off - Leaves of Absence (Working In-Person)

If you do not want to return to work in your building due to concerns about COVID-19, you may have the option to take time off and/or go on a Leave of Absence. More information can be found below in the Benefits Section, "Taking Time Off - Leaves of Absence & CARES Act (FFCRA) (Working Virtually or In-Person)".

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Absence Management, COVID-19 Tracking & Leave of Absences (Working Virtually or In-Person)

Managing absences, including planned absences, tracking absences and requesting absences will require a more careful approach to ensure there are enough staff to support student instruction and engagement. The district is committed to limiting Administrative/Operational/Development (such as for professional development) substitutes and other absences not related to sick time to ensure substitutes are available and can be deployed if a COVID outbreak were to occur.

To ensure tracking is done appropriately and timely along with ensuring employee confidential health information is protected, employees will be trained and supported so that they enter their own absences into Absence Management in lieu of Secretaries assisting in entering time off.

Reporting to Work (Working In-Person)

Starting at the beginning of each day/shift, employees will be required to self-report any COVID-19 symptoms on a daily basis using a daily email survey. If an employee has symptoms, they will automatically be instructed to follow the [Decision Tree to Return to Work](#)

- If an employee responds to the survey showing COVID-19 symptoms, an email will be sent to Sheila Arneson to offer leave of absence options and to their Principal to notify them of a pending absence.
- If an employee responds to the survey that they have tested positive for COVID-19, an email will be sent to Sheila Arneson confirming COVID-19 test and Principal for the absence.
  - The principal should notify the school nurse for the purpose of contact tracing.
- If an employee needs a sub, they will be directed to Absence Management to enter their time off.

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Daily Screener
Do you have a fever greater than 100.4?
Do you have a new persistent cough?
Do you have other new COVID-19 symptoms?
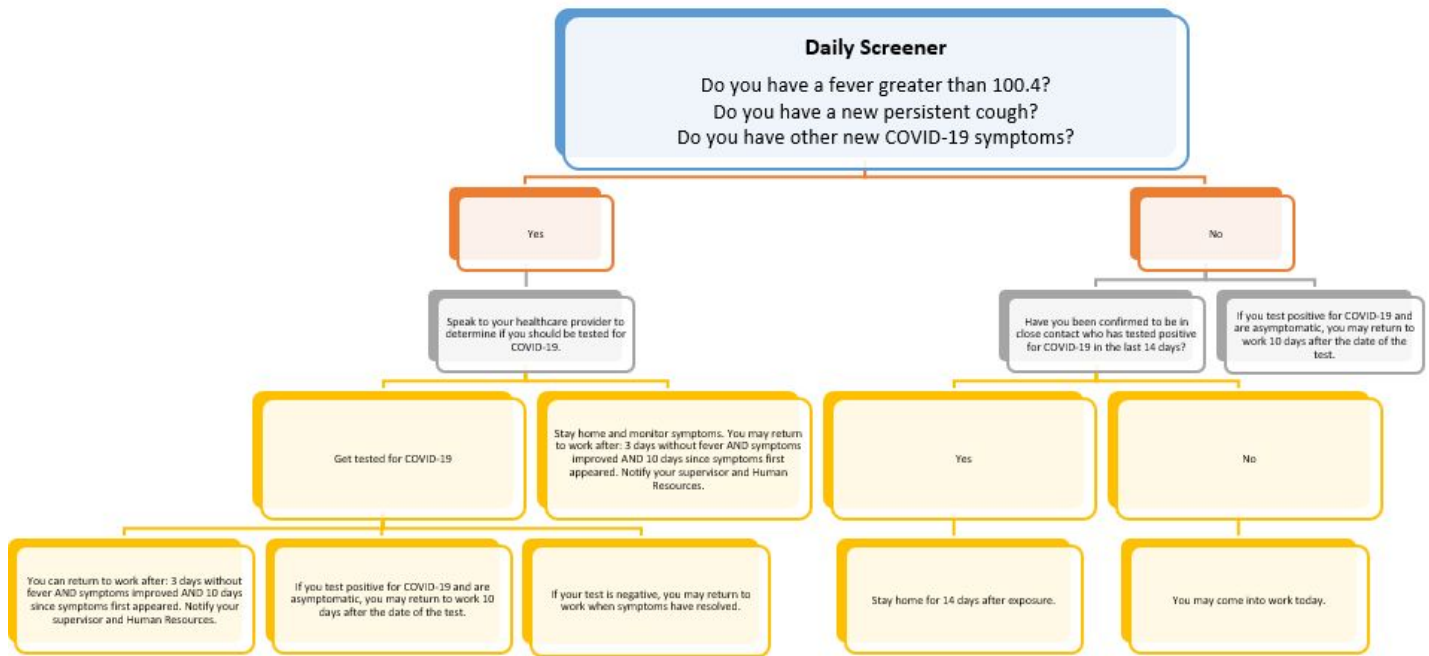
Daily monitoring of absences by the Senior Leadership Team will be done to determine when to close a classroom, building or the entire district.

If an employee does not want to return to work due to concerns about COVID-19, they may have the option to take time off and/or go on a Leave of Absence. **For additional information, see Leave of absence information referenced above**.

If an employee requests a long-term absence, or there is a long-term vacancy, the Principal will work with Human Resources to determine the short-term and long-term staffing needs, including determining whether to deploy a long-term substitute or extended long-term substitute into the position. If a teacher is absent or on a leave of absence for greater than 4 weeks (20 days) while in in-person learning, then a long-term substitute can be placed.

Itinerant, Sub Employees and Student Teachers (Working Virtually or In-Person)

Itinerant, substitute staff, and student teachers are vital to service delivery, learning and support at both the school and district level. The following is an outline of requirements and recommendations for staff and student teachers that will serve multiple sites within our district community.

Required:
- Travel between buildings should be limited to the sites that each itinerant/sub staff employee is assigned
- If a staff member must travel between buildings the following personal assessment is required prior to entering assigned building(s):

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- - a symptom check, similar to the daily assessment employees receive, which includes:
      - Assessing if you have any of the following that have appeared since your symptom check done at the beginning of your workday:
        - a fever greater than 100.4
        - a persistent cough
        - other new COVID-19 symptoms
  - Handwashing or hand sanitizing must be done immediately upon arrival or prior to entering each building site
  - A mask must be worn at all times in buildings
- Itinerant staff and student teachers (if applicable) will limit the buildings they enter to only the buildings they are assigned to
- Substitute staff will limit their assignments to three buildings

Staffing for Professional Development (Working Virtually or In-Person)

- All Central Office Professional Development and other training/meetings will be paused on school instruction days. PD and staff meetings can be scheduled on online-no-student days (Wednesdays). No subs will be obtained for PD or meetings.
- There will be no Admin absences. Only Sick Leave absences will be allowed.

Staffing for Unplanned Absences/Vacancies (Working Virtually or In-Person)

- If a teacher resigns mid-year, the district will fill the vacancy by hiring/filling with a new teacher, extended long-term sub or long-term sub. Based on the teacher candidates, building need and sub pool, a case-by-case decision will be made.
- If a teacher is absent or on a leave of absence for greater than 4 weeks (20 days) while in in-person learning, then a long-term substitute can be placed.

Additional Recommendations (Working In-Person)

- All EA and SEA employees who have a 4 year college degree will be offered the opportunity to become a Permit Sub within the district. The district will pay for their Permit Sub license and provide the appropriate training so that the EA/SEA can be deployed to a classroom in the event of a staff absence that cannot be filled by a substitute teacher.
- The district will continue to hire new substitute employees throughout the year.

Employee Health & Hygiene Procedures (Working In-Person)

The health and safety of our students and staff is our highest priority when reopening schools. Employees will be required to review the policy and procedures and sign off confirming they understand the expectations. The Health and Hygiene policy, procedures and best practices can be found here. MMSD will be completing safety audits by the District's Risk Manager to ensure the health & safety procedures are being followed. **If you observe safety protocols not being followed, it is our expectation that you report it to one of the following: Site Director, Principal, Human Resources, Assistant Director of Health Services or MTI**

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Benefits

Employee Assistance Program (Working Virtually or In-Person)

As employees re-enter the buildings and workspaces with others around, they might find that the transition back is a difficult one. Remember that just as it was an adjustment for us when schools and buildings closed, it might be an adjustment to return to the workplace with others around.

Employees have access to a free and confidential program called the Employee Assistance Program, which has licensed therapists and counselors to talk to about their concerns of returning to work with others around and information about local assistance and support groups. Visit their website at http://workhealthlife.com/Standard3 or give them a call at 888-293-6948.

Taking Time Off - Leaves of Absence & CARES Act (FFCRA) (Working Virtually or In-Person)

If an employee does not want to return to work due to concerns about COVID-19, they may have the option to take time off and/or go on a Leave of Absence. Many employees have accrued benefit time (personal illness or vacation) that is available for use in the following ways:
- Vacation time must be approved through your supervisor in advance. It will be your responsibility to have your vacation time entered into the appropriate tracking systems.
- Personal illness may also be used if you or your immediate family member is sick and unable to work. Personal Illness cannot be used for any other reasons. Please give your supervisor as much notice as possible when using personal illness.
  - If you use more than 5 days of Personal Illness in a row you will be required to apply for a medical Leave of Absence and provide medical documentation to support the medical Leave.
- Employees *may* be eligible for a Families First Coronavirus Response Act (FFCRA) paid leave. Documentation to confirm your need for FFCRA leave will be required.
  - All employees can request FFCRA. Below are the most common FFCRA eligible reasons. A full list can be found here.
    - Advised by a healthcare provider to self-quarantine related to COVID-19 exposure or to care for a family member who is self-quarantined.
    - Experiencing COVID-19 symptoms and is seeking a medical diagnosis.
    - Caring for your child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons. This is only available when there is not another adult in the home available to care for your child.
    - Subject to a Federal, State, or local quarantine or isolation order related to COVID-19. Please note, Wisconsin's Safer at Home and Dane County's Forward Dane are not considered a State or local quarantine eligible for FFCRA.

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- If an employee has an underlying medical condition that prevents them from working, they may be eligible for a Medical Leave of Absence. In this case, they will have to apply for a medical Leave of Absence and provide medical documentation to support the medical leave.

Unemployment (Working Virtually or In-Person)

Employees who are unpaid due to school closure and lack employment may be eligible for unemployment benefits. MMSD suggests employees in these situations contact the Wisconsin Unemployment Office for more information, including frequently asked questions, eligibility, and an application. More information can be found at https://dwd.wisconsin.gov/uiben/.

Insurance, Liability and Risk Management

The continued adherence and oversight for risk management within the district will be reviewed and audits completed frequently, prior to and throughout the school year. As safety is our top priority, the following changes and enhancements will be made:

- MMSD's Risk Manager will support COVID Policy, Procedure & Best Practices adherence through building walkthroughs and audits, in addition to other safety audits. Areas of improvement will be identified and discussed with school-based leadership and documented and shared with appropriate departments.
- Student injuries will be tracked and submitted electronically through a Qualtrics Survey and work-related injuries through a 1-800 number. In-person reviews and audits will be determined based on seniority.
- Workers Compensation

The district has a workers compensation policy that covers work-related illness and injuries. Employees who believe they have contracted COVID-19 during the course of employment may consider filing a workers compensation claim by calling 800-832-7839. To be covered as a workers compensation claim, the illness/injury must be established as a work-related disease, with evidence that it arose during employment. Please be aware, based on guidance, we want to recognize that it may be difficult for a COVID-19 workers compensation claim to be approved because of community spread and other ways COVID-19 may be contracted.

HR Operations

The Human Resources Department will continue to serve district staff while maintaining safe and healthy spaces and processes to ensure that all staff remain supported during this time. In an effort to continue to put safety first and prioritize the health of all staff, Human Resources will be slowly phasing back to in-person support, while continuing to leverage virtual assistance wherever possible. Some areas of note are:

- The HR Reception area will be redesigned to promote social distancing and prevent the spread of COVID-19.

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- 6 feet distancing markers and walking paths will be added to the floors to assist staff in distancing properly
- There will be no waiting area seating available: Chairs, side tables, public computers, and pens/pencils will be removed from the front reception area.
- Signage will be added outside to limit two visitors at a time.
- A plexiglass barrier will be added to the reception desk area
- The computer testing area will be closed down and the conference room will be converted to an area for 1:1 consultations with a larger space to promote social distancing.
- A locked dropbox will be installed on the outside of the HR reception area for visitors to drop documents securely when the office is closed.
- The HR Reception Desk *walk-in hours of operation* will be reduced:
  - Monday: 7:30a - 12:30p
  - Tuesday: closed
  - Wednesday: closed
  - Thursday: 12:30p - 4:30p
  - Friday: 12:30p - 4:30p
- Employee Self Service, virtual assistance and a robust communication section of HR and COVID-19 sites will be available to provide assistance and answer FAQs
- Virtual assistance will be available during normal HR hours of 7am-5p

Recruitment

MMSD will continue to provide diverse, licensed staff for our students and proceed with hiring throughout the school year with necessary modifications, based on how the school year proceeds along with the needs of buildings, open positions and the budget.

Principals and Hiring authorities will receive a virtual interview guide that provides support with interviewing on virtual platforms. The guidance will assist hiring authorities to identify virtual interview biases that might be presented to ensure we maintain our equitable hiring processes. Virtual hiring will also limit the amount of exposure in our school buildings.

The components of the guidance includes:
- Virtual Interviewing Biases
- Virtual Platforms for interviewing
- Interview/Task Preparation
- Virtual "Look Fors"

Hiring

MMSD will ensure the hiring of highly qualified candidates for all positions through the use of video interviews and other technology. Once a candidate completes their application, they will be sent an invite to complete the video interview.The HR Analyst will review the interview and score, based on competencies, and will then

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40

determine if the candidate moves onto the next interview round. The historical practice was to hold final interviews in person, while COVID-19 has allowed us to change to virtual final interviews. Going forward, the final interview location (in-person or virtual) will be determined for each open position, based on the job, candidate pool and availability of the interview team.

All new hires will be asked to complete an onboarding survey, gathering feedback on the virtual hiring and onboarding process. HR will gather the feedback from the survey to determine what was successful and what needs improvement to ensure the candidate engagement and onboarding process meets the needs of our future employees.

Emergency Procedures and Drills

We want our schools to be safe and welcoming learning environments that nurture students' cognitive, emotional, and physical well-being. We believe the safest schools foster a climate of support, respect, and community. Regardless of whether school is virtual, hybrid or in person all occupants in school buildings follow MMSD emergency procedures and when directed, participate in required drills identified by the State of Wisconsin and MMSD.

Emergency Procedures

Annually, before the first day of school, principals are expected to comprehensively review the emergency procedures (mmsd.org/BeSafe) with all staff. Additionally, all staff are expected to annually visit their evacuation site in order to familiarize and plan together in the event of an emergency.

Emergency preparedness and response plans have been developed for each of our schools. Protocols for responding to fire, tornado and active threat are taught, rehearsed, and practiced by the entire school community to prepare for the event of an emergency.

Drills

Emergency drills help students practice what they learn. In a fully in-person model, these include twelve fire drills, two tornado drills, two school safety incident drills (such as Evacuate, Hold, or Lockout), and a "school violence event" drill (Lockdown). Schools will communicate with families when these drills take place. Resources for ensuring safety and social distancing will be available when we are closer to beginning face to face instruction.

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Evacuation Sites

Due to COVID-19, some evacuation sites may be inaccessible. Prior to September 8, 2020, contact your evacuation site to confirm you may still use their space and that it is accessible despite COVID and document this confirmation here. Confirming this prior to September 8 is crucial, as daycare sites will use these evacuation locations should an emergency occur.

Office Design

Secretaries have been meeting regularly since school buildings closed. Members of the secretary team, in collaboration with the operations team, developed a common-sense protocol for safely setting up main offices. Across the district, the size, shape, and location of main offices vary greatly. To ensure the main office space is safe, principals should work with secretaries to review guidance and develop a collaborative plan.

Partnerships, Visitors & Volunteers

Partnerships

MMSD actively collaborates with our community to meet common goals and accomplish together what one organization cannot do alone. We leverage local, regional, and national resources and support teams to develop and implement high-quality, research-based, innovative strategies that prepare all students for college, career, and community. The uncertainties and challenges that COVID-19 continues to place on the MMSD community significantly impact our students. While we will need to continue to work with and rely on our partners more than ever, we realize that programming must look a bit different given these circumstances.

These two guidance documents - Q1 2020-21 Guidance for Partnering with Community Organizations and Q2 2020-21 Guidance for Partnering with Community Organizations - provide information for schools on supporting students and families through external partnerships during a virtual and/or hybrid model. It identifies the virtual learning supports that partners will be providing to students, such as homework help, tutoring, and mentoring; contains a Q&A on what external organizations may or may not do in a virtual environment; and provides guidance about community volunteers in a virtual setting.

Similarly, we have guidance for external partners who wish to continue to support students while MMSD is in a virtual and/or hybrid model - 2020-21 Resources for Partners in MMSD. We are aware there is great interest in community cooperative learning sites or PODs, which we are referring to as cooperative

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supervision and engagement sites. We see these potential cooperatives as additional community based supports, and have created specific guidance to support these self-organizing, grassroots groups.

Visitors and Volunteers

Annually, 6,000 people register with MMSD to volunteer in our schools and with our students. Many of these volunteers are family members participating in field trips or in a classroom setting. Other volunteers are community members who serve as tutors, mentors, or in other in-school settings.

Background Checks on MMSD volunteers WILL continue. All community volunteers who will be tutoring, mentoring or otherwise may be alone with a student in a breakout room must have a cleared background check. All volunteers will sign up here. All School secretaries and principals have access to their school's volunteer information to verify cleared background checks. Background checks are valid for 365 days.

Virtual Volunteer Plan

We are working closely with our community partners to identify and solidify the virtual learning supports they have the capacity to implement for the 2020-21 school year. If individuals are interested in volunteering, please sign up and indicate interest in **Volunteer Tracker**. As opportunities become available, volunteers who have indicated interest will receive updates through Volunteer Tracker, or from specific schools. If a PTO, PTA, Adopt-A-School partners, etc. are organizing anything, please be sure to follow public health guidelines, as well as the **volunteer expectations**, which are based on upholding student and family confidentiality and our commitment to anti-racism, inclusion, and alliance to all children and their families. As additional information about community volunteers and partners' plans are confirmed it will be shared. Here is **some language you can use** to respond to interested individual volunteers.

Volunteers who will be engaged in virtual tutoring or mentoring will need a background check. The Volunteer Tracker will automatically walk each volunteer through the proper steps as long as they indicate their desire to tutor or mentor. School secretaries all have access to the Volunteer Tracker to show them the status of your own schools volunteers.

A very important consideration for virtual tutoring or mentoring is that the program or school staff must create and monitor the ZOOM meeting where this is occurring. Volunteers may only be in a Zoom breakout room with staff occasionally monitoring. Partnership staff are currently determining their own capacity to support this. School staff are also encouraged to determine what their capacity is to support and monitor ZOOM breakout rooms with multiple volunteers and students before taking on additional volunteers.

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School Deliveries and Contractors

School Deliveries (In Person)

As a part of your school's office design, a curbside, contactless, drop-off / pick-up area for deliveries should be established. Deliveries from USPS, FedEx, UPS, or any other entity who would typically bring packages to the office should utilize this area. Signage should be posted to inform delivery personnel where to leave deliveries. A custodian phone number should be called to inform a delivery is occuring. The district's Communications Department will provide signage that schools can customize, print, and post.

School Deliveries (While Virtual)

We have one school mail route driver delivering to both the east side and west side routes. We will be continuing with our current school mail and USPS mail delivery schedule while teaching and working virtually. The school custodian will need to empty the school mail bag after it has been delivered per the mail route schedule. The schedule has been shared with custodial and clerical staff.

Contractors

Contractors will be permitted to enter our buildings, provided they are wearing required PPE and meet other requirements for entry (non-symptomatic, etc.). Because they are considered a visitor, they are expected to alert the custodian and sign in with the office. Whenever possible, Building Services will coordinate with contractors to do their work after hours.

Late Arrival, Early Pick-Up (In-Person)

Late arrival and early pick-up during COVID presents additional challenges. To ensure the office may remain orderly and safe, the principal and clerical staff should work together, reviewing guidance and developing a collaborative plan. Remember, communication with staff, students, and families is critical in successfully implementing these procedures.

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School Supplies

School Supplies During All-Virtual Instruction

Access to supplies at home will be critical to ensure the success of every student in an all-virtual learning environment. MMSD is committed to getting these supplies into the hands of students who need support and assistance sourcing them. MMSD, in partnership with the Foundation Madison's Public Schools, Adopt-a-School partners, United Way of Dane County, Madison Public Library, and the City/County, as well as other organizations, engaged in a community-wide supply drive for students to have basic school supplies at home while in virtual learning. School supplies lists have been updated to reflect those items that are the most needed for students to have in their home, with some additional items added to align with health and safety recommendations for COVID-19, such as face masks. The modified at-home supply lists are here. These supplies were packaged as a kit for students to use at home, and were delivered to schools for distribution to families (for instance, handed out as part of the distribution process for your other educational resources). We are elated to share that the At-home Supplies initiative was a huge success, and we were able to distribute more than $175,000 in supplies.

School Supplies in a Hybrid Model

Though students will begin the school year in a virtual classroom setting, school supply lists were shared with families so they could take advantage of sale pricing this time of year. Specific school supplies lists are available on the schools' websites, and have been updated to ensure COVID friendliness. Please note that any mention of shared supplies was removed, as were disinfectant wipes (MMSD will be providing these). Additionally, face coverings/masks, hand sanitizer (60 - 95 % alcohol), and two school supply boxes (plastic, ex. 9 x 12), and a reminder that snacks need to be prepackaged and individually wrapped were added to each list.

Student Fees

As in previous years, all student fees will be collected during enrollment, which include:

- Consumable Materials fees for all students
- Middle and High School Activity fees
- Middle and High School Textbook fees

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- Locks, planners and yearbook fees will also be added to Infinite Campus student records. Yearbooks and some lock fees will still be optional fees.
- Fifth grade strings rental fees will also be added to student records for the schools with "strings for all." Strings teachers are working on processes so students receive instruments.
- High School: all **Art** course fees will be charged for the first semester. The art department staff will work on getting kits to students.

MMSD believes these fees are best to collect now, but we will be prepared to offer refunds depending on how the rest of the school year plays out.

The following fees will not be collected at enrollment:

- High School course fees for Physical Education, Family and Consumer Education, or Technology courses for first semester. Second semester course fees will be added in January 2021.
- Fall athletic fees.

COVID-19 Supply Delivery, Distribution and Use

COVID related purchases were delivered to your school the week of August 24, 2020. It is important to have a clear plan as a school to address:

- What has been delivered (packing slip)
- How you will use the materials (Reopening Schools Guidance: Personal Protective Equipment (PPE))
- How you will distribute materials (Reopening Schools Guidance:Personal Protective Equipment (PPE))
- Where and how will key health signage be placed around the building.
- How you will track related inventory (school lead determines)
- How to address Frequently Asked Questions (FAQ)

Each school principal should appoint a staff member who will take the lead. This person should have experience managing, distributing and monitoring school-wide materials. This person may be yourself, an AP, Dean, secretary, nurse or other support staff. Remember, some PPE materials are in short supply. It will be critical to have a well thought out plan to avoid misuse and misplacement of materials.

Sally provided direction on where schools should place health-related posters in buildings. Refer to this spreadsheet. In semester 1 of the 2020-21 school year, werioritized daycare sites and spaces. Most schools will have extra posters. Please set these aside in a safe area.

Please contact Dave Kapp, Chad Wiese, Sally Zirbel-Donisch or Liz Merfeld (health-related signage) if you have immediate questions and/or place questions in the Principal Q & A document

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Printing and Distribution of Materials

Printing

At this time, Printing Services will only support essential needs (including curricular materials necessary for students for distance learning).

Printing Services Resources (Toolkit): https://operations.madison.k12.wi.us/printing-services-toolkit
Printing Services Request Form: https://operations.madison.k12.wi.us/printing

Curriculum and Instruction Printing Guidance

Printed materials are meant to be supplementary in design. When requesting Printing Services for curriculum and instructional purposes, please ensure that the materials:

- Align to the grade level Focus Standards
- Reflect the content and skills as outlined in the Scopes
- Do not duplicate the content or support found in the existing online and text materials
- Serve as supplemental, not core, instructional materials

Essential printing requests must be submitted electronically through the form provided (**Staff Only Form**). **Physical/hard copy submissions will no longer be accepted** (staff will need to scan and submit materials electronically).

All requests for printing and/or mailing **must include a distribution plan** coordinated and handled by the school/department (i.e., safe curbside pick-up, mailing, staff drop-off).

In cases whereas materials are already available (i.e., textbooks, packets), those resources should be distributed accordingly (not copied, printed).

If you have an essential need to have curricular materials printed in support of an IEP, please complete the regular form provided below and ensure you provide all additional needs in the "Special Instructions" area. For example:

> Student's Name
> Parent's/Guardian's Name
> Student's Address
> Any other special directions

All essential requests will be processed as quickly as possible. Depending on the workload, we hope this will be within 1 - 4 business days (under high demand, this has typically been fewer than 10 days).

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If your need is not essential (as described above), please wait until the ongoing circumstances have ended to submit your request. If you previously submitted a request that has not been completed, we have contacted you by email and have canceled your request. You will need to resubmit under these guidelines.

If you have any questions or concerns, please contact Mick Howen at mjhowen@madison.k12.wi.us OR 663-5931.

PRINTING SERVICES REQUEST FORM FOR ESSENTIAL PRINTING NEEDS:
https://operations.madison.k12.wi.us/printing (Staff login is required to see the form.)

Distribution of Materials

When building a plan to distribute materials to students and families:

1. Confirm the materials that need to be distributed can't be shared virtually.
2. Plan for a safe curbside pick-up using the following considerations:
    a. Schools have a clear communication plan for scheduled pick-up dates and times.
    b. Materials are bagged or boxed for safe handoff at scheduled times.
    c. Staff meet families at curb for safe handoff.
        i. Staff should social distance wherever possible
        ii. Wear PPE, including gloves
3. Materials should be mailed home if families are not able to come to school for safe curbside pick-up.
4. As a last option, materials may be delivered to homes using voluntary staff, following the MMSD home visit guidelines. Any home visits must be documented, as detailed in the guidance. Schools would use school formula funds to reimburse for mileage.

Note: Volunteers who are current MMSD employees would be covered for liability stemming from the authorized delivery of the supplies. Volunteers who are not MMSD employees would have to comply with the BOE requirements (background check, approved drivers, etc.) for potential student contact. A record of who is performing these services and which students and family members they were in contact with must be maintained by the building administrator or an assigned designee.

Mail Distribution of Printed Materials

To potentially save money for the cost of mailing printed materials to students you may want to consider the following before sending the mailing to Pflaum Road for processing:

Use printed address labels

- For a 1 ounce letter you save $.09 per envelope for a typed address label versus a handwritten address.
- For a 1 ounce large envelope up to a 13 ounce large envelope you save $0.57 per envelope for a typed address label versus a handwritten address.

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If the weight of the envelope is greater than 13 ounces you may want to consider using UPS CampusShip to save money for the cost of mailing.

- For a 13.1 ounce package the current UPS rate is at minimum $5.43*.
- For a 13.1 ounce package the current USPS rate is at minimum $8.50.

UPS does charge additional fees for the following services:

- Address correction $12.21 ea
- Undeliverable returns $3.93 ea

Curbside Drop-Off and Pick-Up

- We cannot require teachers to empty student lockers, family vehicles (trunk) or bag up student items either from school or home.
- ***At no time are students or family members allowed in buildings***.
- Use the plan you developed back in May of 2020 to permit families to pick up items with these parameters and form a team to execute it:
    - Staff handling student belongings should wear gloves and face masks.
    - Identify a central location to organize student items to prepare for family pick-up.
- Send instructions to families:
    - Ensure no ill family members report to school to pick-up/drop-off (they can send a friend or neighbor instead).
- Schedule pick-up/drop-off times so that no more than 10 individuals are present at the same time.
- Staff, wearing gloves and face masks, should bring bagged student belongings outside.
- Building Services will provide masks and gloves for staff members working with the public.
- Staff must practice social distancing with other staff and with families picking up items.
- For families walking to school:
    - Create walking zones outside of school that allow for 6 feet of distance between staff and family members. You may need to use cones, chalk, or tape.
    - Plan for ways to handle pick-up that do not involve person-to-person contact (text message or phone call, table with labeled bags for pick-up, etc.)
- For families driving to school:
    - Use drop-off lanes.
    - Families should place their student's name clearly on their windshield.
    - Families should not get out of cars, open doors, or roll down windows.

Door-to-Door Deliveries

As a last option, materials may be delivered to homes using voluntary staff, following the MMSD home visit guidelines.

Reminder: Volunteers who are current MMSD employees would be covered for liability stemming from the authorized delivery of the supplies. Volunteers who are not MMSD employees would have to comply with the BOE requirements (background check, approved drivers, etc.) for potential student contact. A record of who is

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performing these services and which students and family members they were in contact with must be maintained by the building administrator or an assigned designee.

Student Attendance

It will be important as a district that we continue to track attendance to ensure consistent communication with families and support for all of our students. It is imperative that we use attendance to support engagement in virtual learning, and as a signal to stay in relationship with families to connect them with resources and to promote wellbeing.

Teachers will be taking attendance every day, based on student engagement in synchronous activity, asynchronous activity, or through two-way communication.

Attendance Guidance for Teachers

Teachers are responsible for taking daily attendance for classes they are scheduled to teach on any given day, and for all classes on Wednesdays, when all learning will be asynchronous. To be counted as "in attendance" for a subject/class, the student will need to do at least one of the following each day:

- attend the synchronous instruction time (in Zoom).
- complete and submit an asynchronous task (assigned by the teacher in Google Classroom, SeeSaw or Ready Rosie) between 12am and 11:59pm.
- engage in two-way communication (phone call, email exchange, or office hours virtual visit).

On Wednesdays, attendance will be based solely on completion of asynchronous tasks and/or any two-way communication that may occur.

Attendance should be recorded in Infinite Campus daily. Teachers should record/update attendance each afternoon by the end of the work day, and teachers should not write in the "Comments" section when taking attendance. Attendance updates for asynchronous participation "after hours" can be checked and any updates should be emailed to the school administrative assistant each morning.

Any concerns or information about the reasons for absences should be considered confidential. Illness-related absence information should be first shared directly with the school nurse who will follow up with the family. Other reasons for absences can be shared with the school administrative assistant for attendance documentation, and any other concerns should be shared directly with Student Support Teams.

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50

Family Attendance Communication

Families at each level will receive the following guidelines about attendance. Note that the asterisk * at the end includes important information for all families (early childhood through grade 12).

Families of 4K and Early Childhood Students

(* important note for all families below):

Attendance will be recorded daily by the homeroom teacher.

To be counted as "in attendance," the student will need to do at least one of the following each day:

- attend the synchronous instruction time.
- complete and submit an asynchronous task (assigned by the teacher in ReadyRosie or Seesaw).
- engage in two-way communication (student or parent/guardian phone call, email exchange, or office hours virtual visit) with the homeroom teacher and any specials teacher they are scheduled to receive instruction from that day.

Families of Elementary Students

Attendance will be recorded daily by the homeroom teacher. Additionally, specials teachers will record attendance on days when students are scheduled for their specials classes. Homeroom teachers will share these schedules with families and students.

To be counted as "in attendance," the **student** will need to do at least one of the following each day:

- attend the synchronous instruction time.
- complete and submit an asynchronous task (assigned by the teacher in SeeSaw).
- engage in two-way communication (phone call, email exchange, or office hours virtual visit) with the homeroom teacher and any specials teacher they are scheduled to receive instruction from that day.

Families of Secondary Students

Attendance will be recorded daily by all teachers of classes scheduled to meet each day. Schools will share the updated weekly schedules with families and students.

To be counted as "in attendance" for a subject/class, the **student** will need to do at least one of the following each day:

- attend the synchronous instruction time (in Zoom).
- complete and submit an asynchronous task (assigned by the teacher in Google Classroom).

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- engage in two-way communication (phone call, email exchange, or office hours virtual visit) with the teacher of the course for EACH class, EACH day that it appears on their **schedule.**

All Families

On Wednesdays attendance will be recorded based on asynchronous task completion or two-way communication for all classes.

The procedure for excusing students from virtual learning includes using the MMSD online form, email, or phone call to the school. Each school will share their detailed process.

Additional Attendance Information

Additional information can be found here: https://www.madison.k12.wi.us/attendance.

Enrollment

Enrollment occurs in August of 2020 and is 100% virtual and 100% paperless.

Enrollment Process

To help ensure our students, families, and staff are safe, MMSD is supporting new and existing families to complete the enrollment process 100% virtually. The online enrollment application has been redesigned to enable new and existing families to complete the online enrollment application virtually and 100% paperless.

Upon completing the online enrollment application:
- **Existing families** that attended during the 2019-20 school year are required to **only verify their address change** if the family moved within the last year and has not verified their address. For moves after June 10, students can stay at the school they attended during the 2019-20 school year, if they choose.
- New families or existing families with **students new to MMSD** are required to schedule an appointment with their school for August 13 to complete the online verification process. Families will be provided with their school's email and phone number in order to schedule appointments for individual support. The individual support will be provided by appointment and by Zoom video conferencing. This will eliminate the need to go to a school site for face-to-face support. Families needing individual support will be directed to contact the Enrollment Office when schools are closed between August 10 and August 14. Click here for a summary of the update to the enrollment application process. Families can use the enrollment checklist to prepare the enrollment documents needed for the online enrollment verification process, before scheduling an appointment with their school.

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Virtual Enrollment Stations for School Staff

Virtual Enrollment Stations for School Staff act as a guide for schools to ensure the right staff are available virtually to answer families' enrollment questions and support them with the completion of the enrollment process. Staff at the virtual station will mimic the face-to-face availability that takes place during traditional August enrollment days.

Lifetouch School Photo Activities

All enrollment Lifetouch events that were planned to take place between August 17 and October 30 at schools are cancelled. The Lifetouch area sales manager will reach out to principals when school resumes to reschedule.

Lifetouch will also reach out to the four comprehensive high schools when photo IDs documented in Access to Photo IDs during COVID are ready in order to work with each school on a delivery plan or ship them to the school. To eliminate the need for in-person picture taking, photos from 2019-20 will be rolled over for use on IDs for 2020-21 whenever possible.

Enrollment Office Availability During August and September

Enrollment Office staff will be available to support families with the completion of the enrollment process and answer any questions. The Enrollment Office also supports all MMSD schools and ensures schools have the necessary tools to support a smooth virtual and paperless enrollment process. Families can email enrollment@madison.k12.wi.us or call 608-663-4957.

MMSD Enrollment Communication Strategy

The Communications Department and the Enrollment Office work collaboratively to share enrollment information with families using different communication mediums and channels.

Enrollment for Students in TEP or Foster Care

All enrolling families have the ability to identify as homeless. If a family does self-identify during online enrollment, an email will be sent to the TEP Point of Contact (usually the social worker) who will determine if the student is eligible for McKinney Vento services. Once this verification has been made, the TEP label will automatically be added to the student and other household siblings in Infinite Campus. TEP POC's will have continued access to this online verification process throughout the school year in order to help families identify at any time they may become homeless. All TEP students will continue to receive McKinney Vento supports during the school year they were identified as eligible even if they become permanently housed.

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We are still waiting on guidance from DPI regarding school of origin / school of residence rights this fall due to virtual learning. This guidance will be updated with this information once we receive it.

Food and Nutrition

Food and Nutrition (Virtual)

We will be offering curbside meal service at 40 school sites starting the week of September 8, 2020. Each site will have pick-up one day per week for family convenience. Students will receive a meal box with all of the components for 5 balanced breakfast and lunch meals that meet the requirements for the National School Lunch & Breakfast Programs.

- Pick-up times and locations are being finalized and will be shared soon.
- Each 5-day box is about 12"X 9"X 9" in size and weighs just under 10 pounds.
- Milk will be available as an option.
- A pre-order button and instructions on how to order will be available on our website (mmsd.org/neighborhood-food-sites) as the start of school approaches.
- Students or parents/guardians will need to provide the student name and student ID number at the time of pick-up.
- Full-pay and reduced eligible students should have funds in their account to cover the cost of the meal pickup. The account will be charged at the time of pickup.
- Please remember to apply for free & reduced meal benefits during enrollment this year. You need to apply each school year.

Food and Nutrition (In-person)

Food and Nutrition has prepared a plan for return in person for food service. As principals prepare for face-to-face instruction, they are expected to develop a plan to appropriately disperse students while eating. Consider possibilities such as assigned seats, classroom meals, use of hallways or common spaces, eating outside, etc. Be sure to collaborate with your custodian so trash bins are appropriately placed. Additionally, the PBIS coach should be assigned to develop and deliver lessons to teach expectations. Updated information can be found at https://food.madison.k12.wi.us/.

Food from Home

Staff and students are permitted to bring food from home but are not permitted to share. Shared refrigerators, microwaves, coffee pots, and so on will not be permitted or available for use.

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54

Food Deliveries

Student food deliveries are never permitted, even if sent by a parent. Staff may have food delivered but must plan to meet the driver at the contactless / curbside drop-off area, without support from office staff.

Vending Machines

All vending machines must be turned off and may not be used.

Sharing Food

Only school staff can bring in shared snacks at this time. Students cannot bring in shared snacks. All snacks brought in by school staff need to align to the Smart Snacks in Schools Guidelines listed on the MMSD Healthy Snack List.

Students, families, and staff are encouraged to consider alternative classroom celebrations. Ways to celebrate birthdays without food might include: extra recess time, dance party time, make a sign, sash, crown, button or badge for the birthday student to wear on their special day, play an indoor game of the birthday student's choice, read the birthday student's favorite book to the class, ask students to write a special note of gratitude about the birthday student. Additional ideas for non-food celebrations can be found here.

Water

Use of water fountains should be restricted to filling bottles, not for drinking from directly. Students and staff should be encouraged to bring a clean water bottle from home daily and should be trained in expectations. If difficult to manage, schools are encouraged to schedule water breaks, post clear signage, and/or strategically bag water fountains to indicate they are closed.

Recess

Recess helps students achieve the recommended 60 minutes of physical activity per day for children and adolescents, which can improve strength and endurance, enhance academic achievement, and increase self-esteem. Recess also helps students practice social skills such as cooperation, following rules, problem-solving, negotiation, sharing, and communication. Opportunities for free play, to engage in physical activity, and to practice social skills are especially important during the COVID-19 pandemic.

While maintaining physical distancing measures is critical in mitigating the spread of COVID-19, classroom teachers can still provide opportunities for students to be active throughout the school day (in addition to physical education and recess). Incorporating activity breaks during classroom learning can increase the amount of time students are physically active throughout the day and limit the amount of time they are

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sedentary. Classroom-based physical activity improves students' concentration and attention, behavior, motivation and engagement in the learning process, and academic performance.

See the Recess & Active Classroom Re-entry Plan to view school guidelines.

Transportation

Madison Metro and Badger Bus

The MMSD transportation department is working diligently to plan for a safe return to school. See the transportation website for the latest plans and procedures.

District-Funded Bus Passes

District-Funded Bus Passes are on hold for the time being (8.17.20). If/when this changes, we will communicate to families and staff.

Walking School Bus

In collaboration with the Healthy Kids Collaborative, MMSD is recommending that schools consider facilitating walking school buses, especially at the elementary school level. Resources for development and avenues for support will be available to principals in September to prepare for a possible return in November.

Traffic Plan

Given the complexities of bus transportation during COVID-19, we hypothesize that more students will arrive via vehicle. To prepare for increased traffic and to prevent parents/guardians from leaving their vehicle, a thoughtful traffic plan is critical.

Should you require any support or consultation when developing a school traffic plan, please contact Leia Esser.

Resource Considerations

When economic hardship or catastrophic natural events impact the United States, government entities, corporations, and public and private foundations often respond. Government entities pass legislation

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appropriating and authorizing the use of funds to support affected areas, people, and institutions. Corporations and public and private foundations mobilize and channel their resources to respond to the crisis. Thankfully, the coronavirus pandemic has prompted a similar response. However, as the pandemic period becomes lengthier, the resources are becoming increasingly hard to identify and regulatory waivers are beginning to expire. Additional federal and state government action with local community support is needed to stabilize our resources to open school safely.

What are MMSD's COVID-19 related costs and priorities?
MMSD's first priority is to provide services and support to our students, through high-quality virtual and in-person accelerated learning, and a safe learning environment that puts social and emotional needs of students at the forefront. In order to safely fulfill our mission to ensure every student graduates prepared for college, career and community under pandemic circumstances, we are experiencing a number of otherwise unbudgeted expenses and student needs, including:

Instruction	Student Supports	Operations

• Academic Acceleration / Interventions
• Formative Assessments
• Library/Media
• Virtual Learning:
  ○ Software/Licenses
  ○ Devices/wifi
	• Trauma/Mental Health
	• Social Emotional
	• Special Education Services
	• English Learning Supports
	• Restorative Justice
		• Transportation
		• Cleaning Supplies
		• Safety Supplies/Equipment
		• Food Service
		• Healthcare Costs

In the spring of 2019-20, MMSD incurred approximately $2.5M in unbudgeted expenses entirely related to the impacts of COVID-19. By our estimates, at least $10M is needed to sustain COVID-19-related expenses in virtual, hybrid, and in-person models described in this plan for 2020-21. Additionally, the district's needs will continue through the summer of 2021 as we aim to focus on accelerated learning and interventions to support students not yet at grade level. The summer school budget for 2021 will need to be a priority for future budgeting efforts.

How will we fund these unbudgeted expenses?

Funding these otherwise unbudgeted needs is going to take a variety of different sources and strategies. Working together, these sources will need support for the educational vision and instructional model laid out in this document. What we know is that what we have now is not enough. We look to the federal and state government and the respective political parties to continue to come together to support students and staff. Without new resources the district will be forced to reduce our operational budget to fund the additional needs for health and safety.

Current available sources of COVID-19 funding include:

[Coronavirus Aid, Relief, and Economic Security Act](#) **(CARES, H.R. 748)**

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The summary below provides information on the Education Stabilization Fund portion of the CARES Act *only*. The Education Stabilization Fund, allotted $30.75B from the $2.2T CARES Act, authorizes key education programs as follows:

- Elementary and Secondary School Emergency Relief Fund (ESSERS)
  - $13.5B federal allocation, $174M to the Department of Public Instruction (DPI)
  - MMSD will receive $5.3M; however, out of MMSD's allotment, MMSD will be required to pay private/parochial schools. State and federal guidance on the amount owed to non-public schools is fluid. Our current estimate is that MMSD will actually receive about $4.2M and $4.7M for public school students.
  - These funds are expected to fund school districts' needs for the 2019-20, 2020-21, and 2021-22 school years. That would be $1.4M per year, a far cry from the needs of a 27,000 student school district This equates to $51.85 per student per year.

- Governor's Emergency Education Relief Fund (GEER)
  - $3B, Wisconsin is eligible for about $46M that could be used at the governor's discretion.
  - MMSD's allocation was announced at the end of July as $3.9M. Similar to the ESSERS funding discussed above, MMSD is awaiting guidance regarding the private school portion of MMSD funding. We expect to receive about $3.5M after the private school portion is taken out.
  - Current thinking, if approved by the state, is that the GEER money would be used to support an elementary daycare in our schools for families with a high level of need during virtual or hybrid learning, and to fund revenue shortfalls.

After these two funding sources, MMSD will need to look at the current operating budget and any potential new operating funding that may be provided through the MMSD November 2, 2020 referenda.

Facilities Access

Staff Access to Facilities (While Virtual)

We know there continue to be many requests for access to our buildings by our staff. We also know that some of our staff would like to teach virtually from their classroom. We want to honor those requests as much as possible. Principals will lead and communicate the plan with their staff as they did in the spring. This guidance is intended from now until mid-September, at which time there will be further review. **No students, except those in daycare or accessing specialized programming, should be in our buildings. Please note: All students currently approved for building access have a specific plan reviewed and approved by district health services and monitored by a designated administrator.**

Below is updated guidance:

Beginning August 7, 2020, staff should follow these parameters:
- Remember, going into schools is *voluntary*; except for those who have previously been identified as essential workers.
- Staff can access the building from 7:00 am to 8:00 pm each weekday and 9:00 am to 2:00 pm on the weekends.
- Please know that daycare will be using some of the classrooms for programming. These are in the process of being identified. Teachers may need to use a different space if the classroom they use is being used for daycare.
- Staff may be in the building as long as necessary as long as they stay in a classroom space with the door closed.
- Use social distancing when in the building.
- Face coverings are required; custodians have them if needed.
- We recommend staff do not access common staff areas such as lounges, offices and foyers. Practice social distancing if used.
- Copier use should be minimal. A cleaning kit will be in the copy room and principals can develop a schedule for copier use with cleaning protocol. It is important that teachers work with their principals on the plan for distribution of materials to families (via mail, limited to student specific needs only - since we are virtual not classroom packets for every student).
- ***If you are sick, have tested positive for COVID-19, or have been identified as a close contact (e.g., sharing household) with someone with COVID-19 you must stay home.***
- **Do not bring others into the building.**
- Thorough hand washing is recommended before and after being in the building.
- Staff must keep a personal log of who they come into contact with in case someone tests positive who has been in the building. (Be sure to swipe your key card upon entering the building.)

It's important to remember that staff are not only protecting themselves while following health/hygiene best practices, they are also protecting their co-workers. ***Remember, unless specifically assigned, no one is required to go into our buildings at this time.*** At this point schools may move forward with building access plans or wait until you feel ready to implement a plan that works best for an individual school.

Recent Reference Materials:
https://publichealthmdc.com/coronavirus/masks (Masks)
https://publichealthmdc.com/documents/School_Requirements.pdf (School Requirements)
https://publichealthmdc.com/documents/2020-07-07_Order_8.pdf (Public Health Madison & Dane County Emergency Order #8)

Building Supervision - Principal

A Principal or Assistant Principal is expected to be present in the building during hours of the school day (8:00-4:00) if students receiving special education services are in the building with a certified teacher, SEA

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and/or related services support staff member. These adults and children will follow all health guidelines and adhere to physical distancing during the specially designed special education instruction.

John Harper, Executive Director of Student Services, and the Special Education Assistant Directors will coordinate with Principals when and if there is a need for students with disabilities to receive in-person instruction or related services within the school environment as per their IEP. **Special Education In-Person Management Grid**, **Guidance For In-Person Instruction For Students With Disabilities (Draft)**

If a principal or assistant principal is unable to be in their building when students/staff are present, they will work with a neighboring principal to be present in their building when needed.

Community Access to Facilities, Playgrounds, Courts, and Athletic Fields

We are allowing limited use of our grounds for families and our students. Here are the important guidelines:

- There are to be no organized sports on athletic fields, outdoor courts, playgrounds or at stadiums.
- Schools grounds are similar to Madison Parks with the exception of any organized athletic programs.
- As when school is in session, playgrounds will be restricted to daycare participants following guidance from Public Health Madison & Dane County.

There will be no facility rentals through at least October 31 and all of our buildings are closed through at least October 30th, with these exceptions:
- Daycare providers, which are deemed essential services under the Safer At Home plan and Forward Dane Plan, will be allowed to utilize our facilities.
- Students and staff receiving specialized services which can only be delivered through in-person means.
- Voting.
- MSCR small group activities on elementary school grounds may occur.

In Person Assessment - IEP Evaluations Updated 10.2)

John Harper, Executive Director of Student Services, jeharper@

At present, there are approximately 300 unfinished IEP evaluations (initial and reevaluations), many of which require in-person assessment(s). As staff coordinate the assessments necessary to complete these, they should use the following **CCIES Daily Healthy Check Survey** with parents/students prior to coming to the school. The individual coordinating the assessments should (1) inform the principal that a student is coming into the school building with as much advance notice as possible (2) document approximate length of time in the building and (3) document the names of the student & parent within the **Special Education In-Person Log**. This will allow district staff to monitor who is in what building and assist in contact tracing should that be necessary. While we want to reduce the number of people in

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our schools, there may be cases where a parent would need to accompany their child. In these circumstances, parents would be required to complete the health survey (above). It is recommended that the parent be provided a place/chair to wait outside the room where the student is undergoing the assessment(s). Parents would be expected to abide by all health and safety procedures.

Technology

School Phones While Virtual

Cisco Jabber softphone capability has been made available to school secretaries, principals and APs, and school-based BRS, Nurses/NAs, and Social Workers. School secretaries have been asked to be the point person for school-based staff. Instructions on how to install and use Cisco Jabber can be found here. If your laptop does not have the Cisco Jabber icon for installation please submit an Incident IQ (IIQ) or call the technical services helpline at 663-5853.

Additionally, Central Office Staff who are directly associated with the Central Office Phone Tree will be issued Cisco Jabber licenses. The list of this staff can be found here.

Access to Technology

As a 1:1 district ("one to one"), which means that all K–12 students are issued a digital device, we already have in place the technology to support families. In addition to K–12 students, all teachers and administrators are issued a district digital device. During Virtual Learning, instruction will be provided through the use of online tools and district-issued devices.

Note that not all students in 4-year-old kindergarten (4K) are issued a device. 4K students without access to a device will receive a Chromebook. For more information on student Chromebooks, click here. For information on our Digital Take Home Guidelines, click here.

Teaching Platforms

Virtual Learning will take place using the following online tools:

- 4K: Ready Rosie & Seesaw for Education
- K-5: SeeSaw for Education
- 6-12: Google Classroom

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Virtual Learning for 4K

Instruction will be delivered primarily through website access, Ready Rosie and Seesaw. Teachers will use **SeeSaw** as a learning management system. The student will need additional support from families to engage in these activities. It is important to note that it is not expected, or desired, that students will be in front of technology for the entire time.

Screen time should be limited for students. Teachers should aim to integrate content areas and scale the amount of work that is provided to students, being mindful of student social and emotional well-being.

Students should have a balance between online activities and activities outside of technology. Teachers should include a schedule that resembles the schedule of a normal school day that includes breaks, lunch, and playtime.

Early Care and Education (ECE) 4K Sites will collaborate with the Department of Early Learning to utilize the MMSD virtual learning resources or create another virtual learning plan that works for their centers.

Chromebooks

We are committed to doing everything we can to ensure all students can access the internet for virtual learning. Once we are face-to-face students will be asked to bring Chrome books back and forth between home and school.

Digital Device Exchange for the 2020-21

As we prepare to begin the year 100% virtually, it is critical that all students have a working digital device before September 8. Most students will be turning in the device they currently have and receiving a new one. We know some schools have collected devices already. If that's the case for you, please do come on the date scheduled to pick up your new device.

Throughout August, we will be communicating with families in waves about how, when and where to exchange devices, beginning with incoming 9th grade students, who will exchange their devices August 17 and 18.

You can find the schedule here. Only the schools that are already scheduled are currently listed, and we will be updating this page as we finalize plans for additional schools.

WiFi

We are committed to doing everything we can to ensure all students can access the internet for virtual learning. With the help from local donations and state GEER funding, we have enough hot spots and data packages for families in need. For more information on student WiFi access, click here.

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Technical Support

If families are looking for support with access to instructional resources, need a password reset, need assistance with a student-issued device, or need to request either a Chromebook or Hotspot, they should reach out to their building's LMTS. Families can select their school from the dropdown menu for contact information. Please remind families to include the parent/guardian's name and child's name and student ID number.

Field Trips and Activities

Field Trips

Field trips, regardless of distance or mode of transportation, are temporarily suspended until further review and guidance is received from Public Health Madison & Dane County. When again safe to go on field trips, schools will be accountable for ensuring safety planning for social distancing, health screening, mask compliance, supervision, etc.

Virtual Field Trips and other Alternative Activities

Even though typical field trips may be on hold, schools are encouraged to be creative when planning enrichment or incentive activities. Consider how you might use outdoor school campus spaces or technology differently. Engage students in brainstorming creative ways to be in activity and community with one another. Since March, educators and community partners across the nation created virtual field trips for students and families to explore.

As a reminder, any alternative, outdoor school campus activities must be in accordance with health and safety guidelines (e.g., maintain social distancing, no visitors or volunteers, remain in cohorts, wear a mask).

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Staff Professional Learning

Teaching in the Virtual Setting

For the foreseeable future, staff will be expected to teach virtually. The plan for virtual learning was shared with staff in the spring and updated and reshared in July. It includes opportunities for professional learning and growth. Comprehensive, instructional professional development is outlined in the Instructional Continuity Plan.

Staff, Student and Family COVID Training and Learning

The MMSD is working to develop all elements of training, for staff, students, and families, through development of modules that will likely be shared with staff through the Talent portal to track completion, in accordance with PHMDC requirements. Training will address the following:
- Physical Distancing
- Personal Protective Equipment/Masks and Cloth Face Covering
- Hand Washing and Hand Sanitizer
- Symptom Screening and Temperature Taking

Training modules and a communication plan will be shared with school leaders by mid September.

Childcare

MSCR Cares All Day Childcare

MSCR will operate all day childcare programs for elementary school-age students when children are engaged in virtual learning, at least through October 30, 2020
- During the first quarter of the year, school will be all-virtual.
  - MSCR Cares will be offered in approximately half of our elementary schools and the Allied Learning Center, Monday-Friday from 7:30 am to 4:45 pm, serving up to 1,000 elementary school-age students.
  - While enrollment is fee based, fee waivers are available to families similar to all MSCR programming.

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- ○ Virtual learning support, transportation, meals and enrichment activities will be provided at all sites.
- ○ Visit www.mscr.org or call 608-204-3000 for more information.
- If and when the district should move to a hybrid model, students may enroll in MSCR Cares on the days they are not in school in-person; however, locations for MSCR Cares programs may change.

MSCR and Community Partnerships Afterschool and Childcare

MSCR recognizes that all children need a safe and enriching place to spend their after school hours. Elementary and secondary after school programs will open in person when students return to our buildings for in-person learning.

- During the hybrid model, students would attend after school only on the days they are at school in-person, cohorting with school day classmates, when possible.
- MSCR Afterschool at Home virtual programming will continue during virtual learning and on days there's no in-person school in a hybrid model.
- When students return to school for all in-person learning, after school programs will operate Monday-Friday every day school is in session.
- Any in-person model will follow the safety procedures and guidelines set by MMSD policy and procedures outlined in this document.

MSCR Healthy & Safety Guidelines

MSCR will follow Public Health Madison & Dane County (PHMDC) guidelines and MMSD health and safety protocol in all Afterschool and all day Cares programs, including, but not limited to:

- Staff and participants wear masks as required by PHMDC.
- Physically distancing.
- All participants & staff divided into cohorts, no commingling between cohorts.
- Individual supply kits for students and classrooms.
- Daily health screenings for students & staff.
- Regular cleaning, disinfecting & handwashing

Community Childcare

To complement MSCR Cares and MSCR Afterschool, other community providers will be operating all day child care programs during virtual learning and afterschool programs during in-person learning, both in schools and at other community sites.

- After school resources can be found here on the Madison-area website at mostmadison.org
- All day child care resources can be found on the Community Coordinated Child Care, Inc. (4-C) website at 4c.org.

For providers in MMSD schools, the district will provide transportation, meals, and access to our Library, Media and Technology Specialists (LMTS) and MMSD Nurses and Nursing Assistants.

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Athletics and Activities

Athletics

MMSD will implement the following <u>additional extra curricular provisions</u> in support of the safe reopening of our schools and community:

1. Virtual training activities may be shared for all students. This means <u>individual training</u> or workouts may be shared or scheduled on a virtual platform for synchronous training- such as stretching, flexibility, and warm-up routines, strength and speed training, conditioning, and mental preparation/sport psychology resources - so long as it follows normal WIAA Coaching Contact rules.
2. <u>MMSD athletic programs will not have in-person programming</u>. The **Big 8 released a statement** regarding fall sports. MMSD will not be offering fall sport-specific virtual or in-person coaching during traditional fall dates as we will look to provide opportunities in the spring in whatever means are available based on WIAA guidance for fall sports and reflective of our schooling model and public health guidance. General fitness, strength, mental health, academic, and social emotional connection supports will be offered by the athletic department throughout the year to all students.
3. At this time, MMSD athletics will not hold any athletics in person nor encourage or support students gathering outside of school grounds, to train, at least through October 30, 2020:
   ○ We hope to return to education-based athletic programs with additional guidance from WIAA and local public health and this will allow for the best opportunity to prepare for safe return to our facilities if able.
   ○ We will provide students with best practices and mental health support along with virtual training opportunities and connections to help facilitate when we are ready to return in-person athletics.

The district and your athletic programs will continue to provide resources for virtual platforms and best practices to assist in continuing the quality education-based athletic programs we offer. In addition, these resources will prepare us for a full return to in-person operations when deemed safe and when we are able to meet the needs for appropriate cleanliness, hygiene, monitoring, and interaction to safely operate programming and additional activities. Further details will come from your schools' athletic departments related to virtual opportunities. In the meantime, we ask that you wear a mask, be kind, stay connected, have empathy, support each other, and stay together when physically apart.

Extracurricular Activities

At this time, MMSD will not hold any extracurriculars in person nor should we encourage or support students gathering outside of school grounds, at least through October 30, 2020. Extracurricular activities that can be done virtually are highly encouraged.

Resources

Public Health Madison & Dane County

These are extraordinary times. Due to the challenges of COVID-19, every Madison family needs a little extra support, and our community is stepping up to help. The City's "How To" series provides an online list of community resources that can help with everything from eviction to finding healthy food. You'll also find printable handouts on each topic. View the "How To" community resources pages here.

Foundation for Madison's Public Schools

Since March, the Foundation for Madison's Public Schools has been raising emergency relief funds and collaborating with community partners to ensure our MMSD and MSCR students, families and staff have the resources and financial support to navigate the COVID-19 pandemic.

A current priority of the foundation is seeking donations for their school supply fund. Students need their own sets of supplies at home in order to properly engage in virtual learning. The need will continue once a return to in-person learning in our school buildings becomes possible. In order to adhere to COVID-19 safety protocols, the sharing of classroom supplies will no longer be an option, necessitating a supply kit for each student.

Donations to the school supply fund (Teachers PETS) will leverage the Foundation's partnerships to purchase supply kits for up to 5,000 students. By coordinating larger purchases of supplies at a lower cost, the average cost of a supply kit for an elementary student is $50. An initial round of 2,500 kits will be purchased and assembled and at least another 2,500 will be secured with additional funds from the community. Gifts will help deliver everything from pencils, notebooks and headphones, to those scholars most in need. Learn more at https://fmps.org/supplies/.

Websites

MMSD Back to School 2020 Resources

https://www.madison.k12.wi.us/back-school-2020

MMSD COVID-19 Information

https://www.madison.k12.wi.us/mmsd-covid-19-updates

Public Health Madison & Dane County

https://www.cityofmadison.com/health-safety/coronavirus/community-resources

Public Health Madison & Dane County-School Metrics

https://publichealthmdc.com/documents/school_metrics.pdf

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Public Health Madison & Dane County Data

https://publichealthmdc.com/coronavirus/data

DPI School Health Services Interim COVID-19 Infection Control and Mitigation

https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/School_Health_Services_Interim_COVID-19_Infection_Control_and_Mitigation_Toolkit.pdf

Centers for Disease Control & Prevention - Facts About Coronavirus

https://www.cdc.gov/coronavirus/2019-ncov/index.html

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