



MILWAUKEE
PUBLIC SCHOOLS

SCHOOL REOPENING PLAN

Draft Document

JUNE 2020

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Introduction

Milwaukee Public Schools (MPS) is committed to ensuring that all students receive a quality education. We know that COVID-19 has interrupted and changed how we deliver instruction to students. The pandemic has also created uncertainties as to what K-12 education will look like in the near future. In-person instruction has already been canceled in the state of Wisconsin for the remainder of the 2019-2020 school year.

MPS remains in constant communication with state and local health officials regarding the community's ability to return to normal life. We will follow any guidance from the Wisconsin Department of Public Instruction (DPI) regarding student instruction and requirements for the 2020-2021 school year.

MPS continues to discuss the new K-12 educational landscape with area school districts, as well as with member school districts of the Council of the Great City Schools. MPS also has researched and reviewed considerations and best practices outlined in plans from other states, school districts, and other educational bodies. We continue to identify issues and concerns, as well as find best practices to make sure that the needs of all students are met. This reentry plan outlines processes and procedures that can be implemented for the upcoming school year, and can also be utilized as a roadmap for future school closures.

Stakeholder Feedback

We have been reaching out to our partners and stakeholders to get their views on challenges that they have either experienced or challenges that someone they know has experienced. In addition, we have been seeking solutions and ideas that are viable in putting the plan together. The stakeholder groups that we have reached out to include:

- Principals
- Milwaukee Teachers' Education Association (MTEA)
- Local 420
- Psychologists Association of Milwaukee (PAMPS)
- Administrators and Supervisors Council (ASC)
- District Advisory Council (DAC)
- Leaders Igniting Transformation (LIT)
- Milwaukee Inner-City Congregations Allied for Hope (MICAH)
- Common Ground
- League of United Latin American Citizens (LULAC)
- Black Educators Caucus

In reviewing the feedback we have received so far, a number of themes have emerged that need to be considered:

Communications

- We need a strong communication plan that keeps all stakeholders informed
- The plan needs to be communicated early for families to plan
- More frequent communications are needed, especially from schools
- Consistent communications, weekly preferred and at the same day and time each week

Consistency and accountability

- Consistent expectations across the district – both with staff and students/families
- Strong professional development for staff
- Inequity of instruction across the district. Delivery of on-line instruction has not been consistent among teachers
- Remote learning has not worked very well for many of our families. There have been a number of barriers such as technology issues, understanding how to use the technology, reaching the teacher
- Staff need to return to their buildings to ensure consistency
- Teachers need to be able to plan and collaborate with each other and with building leaders.
- Leaders need more time to work with staff, especially if remote learning continues (even in a blended model)
- Consistent schedule for students to know when their teacher will be giving lessons and be able to have interaction with them each day
- Staff accountability
- Consistent student-to-student and student-to-staff interaction and socialization

Health and safety

- Safety and health of families and staff. Concerns for social distancing, PPE, sanitizing and disinfecting are rising to the top
- Social distancing with transportation and in schools
- Will MPS be checking temperatures each day on the bus and at school?
- What happens if a student or staff member shows signs of COVID-19?

Specialized services

- Mental health services and resources
- Social emotional support
- Meeting the needs of students with special education needs

Family support needs

- Childcare concerns
- Access to technology and internet for all students and staff
- Professional development and technology support for students and families
- Continue to offer breakfast and lunch offerings (and possibly expand into dinner) during remote learning
- Availability of extracurricular activities (e.g., sports, clubs, etc.)
- Consider the learning style of the students

Staffing considerations

- Assessing the teacher pool for adequate staffing, especially to handle a blended model
- Determine the role of non-teaching staff during remote learning

The stakeholder groups have offered good insights into this plan and have offered to continue to assist with the development and implementation of the plan. We will continue our discussion with the stakeholder groups as we move through this process.

Health and Safety Considerations

The health and safety of students and staff is the top priority when making the decision to physically reopen school campuses for use by students, staff, and others. Prior to opening any of our schools for students to return, a number of things will need to be in place. Milwaukee Public Schools will be following CDC recommendations and guidance from the Milwaukee Health Department and the Wisconsin Department of Public Instruction to ensure there are no orders that would prevent students or staff from entering the buildings. The following protocols are being put forth to ensure that we are keeping staff and students safe.

Building safety measures

- Ensure buildings have sufficient amounts of hand sanitizer, soap, tissue, paper towels, masks, and cleaning supplies
- The safe and correct application of disinfectants will be adhered to for cleaning
- Sanitizing and disinfecting of high touch surfaces will be done throughout the day including door handles, desks, chairs, seats on buses, hand rails, drinking fountains, restroom surfaces, sink handles
- Create a plan to close schools for physical attendance of students if necessary, based on guidance from the health department
- Post signage to direct traffic in buildings

Preventative measures

- Limit the access to buildings by nonessential visitors to minimize spread of virus
- Allow all students to wash or sanitize hands as they enter school or buses
- All staff must wash or sanitize hands upon entering worksites
- Students and staff should use face coverings
- Maintain the six feet minimum physical distance
- Continue to communicate the importance of safety
- Communicate to staff that EAP is available

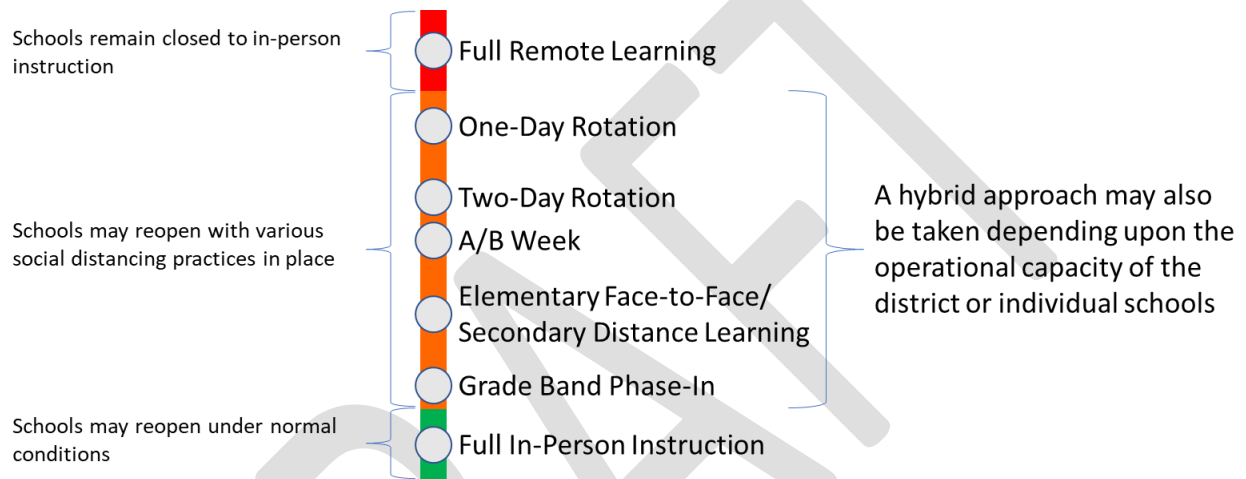
Risk mitigation measures

- Exclude individuals who show signs of COVID-19
- Monitor staff and students for signs of illness. Determine any unique needs for students with special needs and take appropriate action
- Ensure that students who enter the building with symptoms or develop symptoms are separated from others right away
- Students who are symptomatic need to be isolated until picked up by an authorized adult

- Protect and support students who are at higher risk for severe illness
- Exclude employees from the workplace who exhibit symptoms

Instructional Programming Options Being Considered

Because of the uncertainties regarding how instruction will look in the 2020-2021 school year, MPS had designed programming options for continued instruction to fit three anticipated impact scenarios of the COVID-19 pandemic: 1) total school closure, 2) schools reopen with social distancing requirements, or 3) total resumption of in-person instruction. The programming options are designed to fit the spectrum of potential impact scenarios as illustrated below.



After listening to stakeholder feedback, MPS has carefully reviewed the options and made changes as appropriate. For example, the full in-person instruction option needs to accommodate those families who may be apprehensive about their children returning to schools so soon. MPS has narrowed the options to the following:

Scenario #1: Schools remain closed to in-person instruction

Currently, schools in Wisconsin are closed to in-person instruction for the remainder of the 2019-2020 school year. It remains unclear whether the COVID-19 pandemic will force schools to remain closed for part or all of the 2020-2021 school year. State and local health officials continue to monitor the effects of the coronavirus in our community to guide their decision-making.

While strides have been made to slow the spread of the virus, health officials warn that the speed of the virus’ spread could increase in the near future. Should the virus spread as rapidly as previously experienced, or perhaps even more rapidly, we can expect state and local health officials to take the drastic step of closing schools again. Should schools be closed to in-person instruction, MPS will need to be prepared to offer virtual learning options in the 2020-2021 school year.

Programming Option: Full Remote Learning

Under a school closure order, all students would continue remote learning. Because students learn best with face-to-face instruction, MPS would seek to maximize synchronous distance learning opportunities for students in the remote learning curriculum.

Based upon feedback from numerous stakeholder groups, it is essential that clear and consistent expectations and standards are in place to ensure all students are receiving adequate instruction. Teachers and other school-based staff likely will return to school buildings to ensure proper access to technology for staff and to ensure efficiency and equity in virtual instruction, particularly synchronous virtual instruction, unless orders from state or local health officials prohibit staff return.

MPS would coordinate with DPI to ensure instructional requirements are being met, or to seek waivers for any requirements that cannot be met by virtual instruction. Virtual learning would continue until it was deemed appropriate for the safe return of students to school buildings for face-to-face instruction by state or local health officials.

Scenario #2: Schools may reopen with various social distancing practices in place

Currently, health experts expect the coronavirus to remain active for some time, primarily due to a lack of a vaccine or an effective drug treatment option. Given the social distancing guidance – a requirement currently in the City of Milwaukee – for slowing the spread of the virus, MPS will likely need to implement social distancing practices for face-to-face instruction.

One of the most important measures to consider is the ability to reduce class size to reduce the risks to the health and safety of students and staff. However, the appropriate social distancing measures for the upcoming school year are not fully known, since health experts may adjust social distancing guidelines based on the impact of the virus at that time and as they gain a better understanding of the virus in general.

The following programming options seek to reduce school student populations by dividing students into groups that come on different days or weeks in order to reduce class size to meet the needs of social distancing. A discussion of additional operational considerations follows in a later section.

Programming Option #1: Two-Day Rotation

All students report to school two full days a week over a four-day-a-week rotation (e.g., Group A reports Monday/Wednesday and Group B reports Tuesday/Thursday) at all grade levels. Students would be provided assignments to support their learning on the days in which they do not report to school that could include printed instructional materials, virtual learning, or a combination.

This approach allows schools to implement effective social distancing practices as the school will effectively open for one-half of the student population each day. The fifth day of the week will offer remote learning options for all students, but it also allows for planned days off, professional development, records days, etc. Students can likely be properly spaced within classrooms, and proper social distancing practices can be implemented in hallways, cafeterias, and other common areas.

Programming Option #2: Elementary Face-to-Face/Secondary Distance Learning

Elementary students would start school first and attend five full days a week, spread out across multiple buildings to support social distancing and to reduce the student-teacher ratio. Secondary students would engage in remote learning. This would continue until it is deemed appropriate by the public health officials that it is safe to relax the social distancing. Once it is deemed safe, elementary students would transition back to their home school and secondary students would start face-to-face instruction at their school.

This option reduces student population within the schools, but with a more focused, research-based approach to decision-making regarding virtual versus face-to-face instruction. Research shows that elementary-grade students struggle the most with remote learning, and high school students are least impacted negatively by remote learning. Because of this, utilizing the limited classroom capacity that social distancing protocols create to offer face-to-face instruction to elementary-grade students may help to lessen the negative impact on our young children and smooth the educational opportunity and growth across all grade bands.

Scenario #3: Schools may reopen under normal conditions

As the COVID-19 pandemic picture for the upcoming school year becomes clearer, it may be possible that school operations may return to normal, to include full face-to-face instruction. If this is a possibility, MPS will be ready to offer high quality face-to-face instruction on both the Early Start and Traditional Calendars.

Programming Option: Full In-Person Instruction with a Virtual Option

The full in-person instructional model is the traditional model used by MPS whereby face-to-face instruction is utilized in the classroom setting. This programming option foresees all students being able to return to the classroom setting in the upcoming school year. However, we have learned through stakeholder feedback that some families may still be uncomfortable sending their children back to school. MPS plans to have a virtual option to accommodate those families.

Because studies show that students learn best with face-to-face instruction, MPS will make every effort to offer instruction in the traditional classroom setting for the full 2020-2021 school year. However, MPS may need to be flexible to start the upcoming school year. For example, should a return to traditional classroom instruction not be possible until September, MPS will need to be

prepared to deviate from its two-calendar system and offer instruction to all students on a one-calendar system as discussed further below.

Other Academic Considerations

As we consider programming options for the upcoming school year, it will be important to also consider how specific academic offerings and supports fit within the modified schedule. It will be important to work through these academic considerations for the programming option MPS will implement.

Professional Development

The delivery of instruction as a result of COVID-19 has resulted in the need for ongoing professional development for staff. The district is currently planning four days of professional development upon teachers returning to work in the fall prior to students' first day. The professional development opportunities will focus on the use of technology and virtual learning, ambitious instruction, mental health and social emotional learning, and special education. This professional development will be differentiated to meet the needs of the staff.

In addition, teachers have an opportunity throughout the summer to take advantage of courses within the learning management system to help build their capacity. Our new educators will have five days of in-depth professional development during the new educator institute. Appendix A has more information related to course offerings for staff.

We also recognize that students and families will need opportunities for support, so a robust set of modules are being developed to assist families with technology, virtual instruction, social emotional learning, and mental health.

Supporting Social Emotional Learning and Mental Health

It is currently estimated that 20% of students have unmet mental health needs. The current global health pandemic, coupled with recent protests and unrest, have created conditions in which a large number of students and staff are experiencing additional stress which can worsen or amplify those needs. This combination of crises has resulted in the need for increased focus on the mental health and well-being of adults and students alike, as academic learning can only occur when social, emotional, and safety needs are being met. Mental health support does not mean simply focusing on those with a diagnosed mental illness, but also on the implementation of prevention-level and early intervention supports. One example is the implementation of social and emotional learning practices, as having positive social skills is a protective factor that decreases the likelihood of developing mental health challenges.

When we teach skills such as communication, relationship development, conflict resolution, emotional identification, self-regulation, and emotion management, we are equipping students

with tools to be resilient in the face of adversity. Additionally, particularly after this extended period of social/physical distancing, it is extremely important to provide students with opportunities to learn, practice, and use these skills, and to connect with adults and peers meaningfully. Now more than ever, a public health approach to mental health is required to ensure that necessary prevention, early intervention, and treatment strategies are in place for staff and students, and that school environments support optimal mental health so that teaching and learning can occur. Some considerations and supports for mental health include:

- A plan that assists staff with welcoming students back to school and helping them deal with the effects of trauma created by the closure and protests is being created. A draft is attached as Appendix B
- A plan to help with welcoming staff back is being developed
- Professional development on virtual and blended mental health supports
- Strong communication plan on safety and health for staff and students
- Review bullying policy with all staff
- Other mental health considerations
 - Support services for any loss of life of staff or families, including educational materials on loss and grief available to staff and students
 - Staff training for information on signs and symptoms to observe in students and others
 - Communicate counseling services available to students
 - Trauma support teams may need to expand beyond 53206
 - Identify families in need of long term physical and mental health support and provide resources to families

Supporting students with Special Education Needs

Special education services will continue to be provided in accordance with the student's Individualized Education Program (IEP), but IEP teams may need to meet to review the potential impact that an alternative programming option, with reduced or possibly no face-to-face instruction, may have on implementation of a child's IEP. Other considerations for supporting special education needs include:

- Professional development on assessing students' present levels of performance
- Professional development on effective IEP meetings
- Ensure teachers have access to SPED Covid-19 resources
- Continue refining the plan to ensure that evaluations and IEPs are being completed
- Develop a plan for students to transition back to the school environment
- More professional development on meeting the needs of students in a virtual environment
- Increase communication between school and home

Calendar

MPS is considering changes to the school calendar for the 2020-2021 school year to account for the impact of the pandemic on student instruction. There are three options being considered:

- Option #1: Keep the two calendars (Early Start and Traditional) that have already been approved for the 2020-2021 school year.
- Option #2: Move to a single calendar districtwide by selecting one of the current calendars (Early Start or Traditional). A districtwide move to the Early Start calendar would require a waiver from DPI.
- Option #3: Move all students to a start date that is one week later than the traditional start to allow more time for properly implementing operational and safety measures.

Because some experts believe that a second wave of the coronavirus disease is more likely around November or December, a districtwide move to the Early Start calendar would allow as much face-to-face instruction to occur before that time, thereby minimizing the impact of a potential outbreak on the Fall semester. Option #3 allows the district to maximize preparation time for implementing the selected programming option and allows ample time for families to prepare for the upcoming school year. The calendars can be found in Appendix C.

Other Operational Considerations

In reviewing the various programming options for the 2020-2021 school year, MPS needs to consider other areas that will impact the instructional day beyond the method of instruction or classroom composition. There are many factors that contribute to successful school operations, and properly planning and accounting for the other operational aspects that may be affected by alterations to the school schedule due to the COVID-19 pandemic will be essential to ensure successful implementation. Some of these considerations are discussed in more detail below.

Technology Considerations

MPS needs to plan for the technological needs of students as it weighs the programming options for the 2020-2021 school year. Some of the programming options being considered (full remote, two-day rotation) require all students to engage in virtual instruction, so it will be important to ensure all students have access to technology. Chromebook distribution to students will be a critical component to a successful remote learning implementation. Students who have already received a Chromebook this school year would continue to use that Chromebook in the upcoming school year if remote learning continues.

The elementary face-to-face/secondary distance learning option should require only a portion of the student population to have access to technology, and a return to full classroom instruction should not require additional technology accommodations beyond what MPS typically provides each year. However, it is still important to plan for technology access for all students even with

these programming options because there is no guarantee that how we start the school year will be the same way we finish the school year.

MPS needs to be prepared to move to remote instruction should state or local officials close schools due to increased community spread of the coronavirus, for example. Thus, MPS must plan remote learning options for the upcoming school year, whether it be the primary programming option or a contingency option.

As MPS continues to assess technological needs for the upcoming school year, some other considerations that need to be reviewed are as follows:

- Adequate supply of technology devices
- Internet Access/Accessibility
- Security
- Possible need to add or replace virtual platforms
- Staffing of IT
- On-going professional development

Transportation Considerations

In reviewing programming options for the 2020-2021 school year, MPS must account for the transportation needs that come with the programming option and balance those needs against any transportation constraints. For example, if social distancing practices will be needed within schools, it is expected that social distancing practices will be needed on school buses. Depending upon the specific social distancing requirements, the social distancing practices could reduce average bus loads to as low as one-quarter of normal operational load.

MPS may need additional buses to accommodate reduced bus loads with the number of students expected to return to school each day under some programming options, such as the two-day rotation option. While other excluded options, such as the one-day rotation option, may have better accommodated the reduced bus loads with current bus service levels, the concerns raised by stakeholder feedback combined with logistical nuances made these options less feasible.

Initial projections from MPS Business and Transportation Services show as much as a four-fold increase in the number of buses needed to provide appropriate transportation services to students while properly implementing social distancing practices on school buses, depending on the option selected. Such an increase cannot currently be accommodated by the bus companies with whom MPS has contract relationships, and even if the drastic increase in service could be accommodated, the increased bus service would result in a drastic increase in transportation costs that MPS likely could not account for in its current budget.

Alternatively, MPS is exploring alterations to bus service to better accommodate the busing needs of certain programming options, such as implementing a three-tier or four-tier busing system. MPS may need to consider a departure from the current busing model if a substantial

increase in bus service will be needed. For example, MPS could pursue a “neighborhood schools” approach whereby transportation needs may fall to the family to provide, and where the family cannot provide their own transportation the student can be accepted into their neighborhood school to eliminate the need for bus transportation. This “neighborhood schools” approach should alleviate many of the transportation constraints that social distancing protocols would cause.

We are currently working with the bus companies to be able to provide adequate service in the fall. In addition to the concerns raised above, other considerations that need to be addressed include the following:

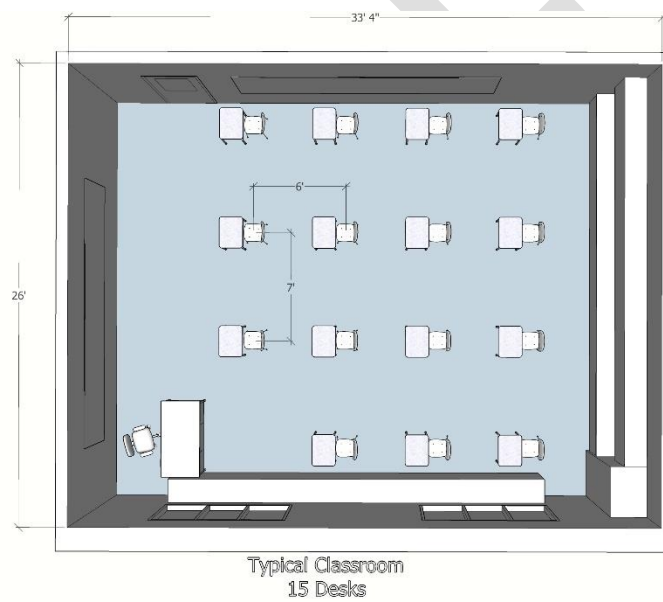
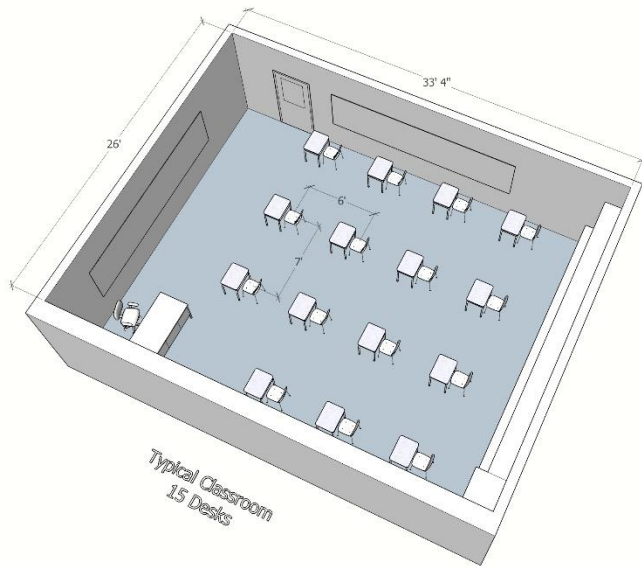
- The availability of bus drivers
- The process for cleaning/sanitizing buses, including high touch areas
- The need to reevaluate bus policies and procedures if students have issues with spitting, biting or other behaviors that could spread COVID-19
- The need for drivers to attend in-service prior to student transport to discuss any revised policies and procedures and how to clean the bus
- The need for route adjustments and any additional costs
- The possible need for multiple predetermined arrival/drop-off/pick-up locations to limit large gatherings
- The need for a contingency plan in the event a student or driver tests positive for COVID-19

Based on further discussions and feedback from the stakeholder groups, additional transportation considerations that need to be addressed include:

- If a blended model is used, how will drivers know who to pick up each day?
- If students are picked up and it is not their day, what is the policy and procedure? Do they stay at school or get picked up?
- Number of buses and drivers may determine which model is used per social distancing guidelines
- Develop a timeline for when decisions must be made

Facilities Considerations

In determining the appropriate programming option for the upcoming school year, it is important to consider facility capacity for any deviation from the traditional classroom arrangement. For example, should social distancing be needed in schools, the setup of classrooms will need to be reevaluated to ensure proper distancing is maintained while students are present and seated in class. This could also create the need to move and store unused furniture in other parts of the school building or off site. Below are some renderings of a typical classroom with proper distancing measures being implemented:



Additionally, cleaning and sanitizing guidelines will need to be assessed when scheduling the school-based instructional day to ensure the feasibility of the guidelines being implemented and followed. When considering the facility needs of the various programming options, MPS will also need to ensure that there are sufficient staffing levels to accommodate the revised classroom structure. MPS will also need to hire additional staff to accomplish the increased cleaning and sanitizing needs of the building.

As the facility-based requirements are considered further, it will be helpful to review some of the following:

- Possible need for personal protective equipment (availability, cost, training on usage)

- Stock of cleaning/disinfecting supplies for every facility
- Procedures for assessing daily cleaning needs
- Procedures for social distancing in common areas, to include restrooms
- Determine if locker use will be allowed during the day, possibly at staggered times
- Determine distance and flow paths through facility and consider floor markings
- Determine if pre-designated entry and exit paths will be utilized
- Consider need for additional signage

Nutrition Considerations

In considering the programming options, MPS will need to address potential issues beyond the classroom. As mentioned in the facilities discussion, for example, MPS will likely need to implement procedures and protocols for social distancing in common areas, such as cafeterias. MPS will need to review the breakfast and lunch processes as well.

As the nutrition plan is further developed, some considerations that will need to be addressed are as follows:

- Assess current facilities and identify current capacity for volume of meal service
- Consider staggered lunch and mealtimes or having students eat in classrooms with proper cleaning protocols
- Assess staffing needs
- Assess changes in food needs (ordering/stocking) to ensure they are consistent with the number of children in school

Fiscal Impact

Technology

In order to meet the technology needs of the district in a remote learning environment, a number of things will need to be purchased to ensure all students and staff have access to the necessary technology. Below are some cost estimates:

Chromebooks	= \$19,200,000
Power adapters	= \$ 1,280,000
Hotspots	= \$ 5,000,000
Platform licenses	= \$ 600,000
Grand Total for Technology	\$26,080,000

Transportation

Transportation costs for the upcoming year will be highly dependent upon the level of physical distancing required on the bus. Below are estimated cost increases for home-to-school services based on projected reduced bus loads as a result of social distancing protocols.

Current State

Current 3-tier model – 850 buses = \$56,700,000
(down from 1,000 buses under the previous 2-tier model)

Full reopen with social distancing

3-tier with social distancing – 1,264 buses = \$84,341,399
20 students per bus route for Regular Education
8 students per bus route for Special Education
(annual cost approaches \$130,000,000 under 2-tier model)

Budgeted amount (current state) - \$56,700,000
Total increased cost = \$25,641,399

Two-day rotation with social distancing

3-tier with social distancing – 900 buses = \$63,370,600
16 students per bus route for Regular Education
7 students per bus route for Special Education

Budgeted amount (current state) - \$56,700,000
Total increased cost = \$ 6,670,600

Additional costs for all scenarios

Additional Costs for extra cleaning and disinfecting = **\$ 4,000,000**
(labor and supplies)

Possible additional costs for face coverings can range from **\$2 million to \$5 million**
Dependent upon style (washable cloth covering vs. disposable mask) and cost/availability at purchase

The estimates above do not include other possible ancillary costs, such as signage and tape for marking off seats, hand sanitizers for the buses (if needed), temperature thermometers (if checks implemented), etc.

Facilities

Below is information related to staffing needs along with the expenses associated with these planned assignments during the hours that buildings are open. Personnel in these assignments will be solely dedicated to sanitizing commonly touched surfaces throughout the day. Emphasis will be placed on sanitizing main entrances, corridors, restrooms, counters, tables, desks, chairs, doorknobs, panic bars, door surfaces, light switches, elevator call buttons, railings, pencil sharpeners, computer keyboards, and other commonly used surfaces and areas. Personnel assigned to this duty will also be available for any immediate concern related to disinfecting surfaces or a related need as deemed necessary by the school leader.

Assignments Based on Building Area

Buildings <100,000 sq. ft.	= 1 person
Buildings 100,000 to 200,000 sq. ft.	= 2 people
Buildings 200,000 to 300,000 sq. ft.	= 3 people
Buildings 300,000 to 400,000 sq. ft.	= 4 people
Buildings >400,000 sq. ft.	= 5 people

Total Number of Positions Needed = 215

Anticipate being able to fill (90) with contract cleaners based on their current capacity and the remaining (125) would need to be filled with MPS Building Service Helpers from second shift.

Please note that this will result in some routine work that would typically be completed by the (125) Building Service Helpers not being done on a daily basis; instead some routine tasks will be done intermittently on a rotational every other day or week basis. Examples include dusting, vacuuming, mopping floors, litter pickup inside and outside, scraping of gum from surfaces, washing of chalkboards, and cleaning of dock areas and storerooms. After hours sanitizing, trash removal, and thorough cleaning of lavatories along with replenishing soap, towels, and toilet paper will continue on a daily basis. Additional staff may need to be hired above the below projections to cover all routine work and extra cleaning and sanitizing.

Contracted Hourly Rate = \$16.67

BSH Hourly Rate (wages and benefits) = \$20.12 (\$13.12/hr + 53.3% benefit rate)

Labor Cost Contracted = \$16.67 x 8 hours/day x 252 days x 9/12 x 90 positions	= \$2,268,454
Labor Cost MPS BSH = \$20.12 x 8 hours/day x 252 days x 9/12 x 125 positions	= \$3,802,680
Disinfecting Spray 5L Quat Disinfectant	= \$ 20,000

Grand Total for Labor and Supplies

\$6,091,134

Appendix A: Professional Development: Summer Offerings

DRAFT

New Educator Institute

DAY 1 - August 3, 2020

For PowerPoints and resources from today's sessions go to the electronic agenda located here: www.tinyurl.com/mpsnewwebsite

8:00 - 8:20am	Welcome, Virtual Etiquette, and Norms (LIVE ZOOM PRO) Theopa Tolbert, Manager, Induction and Support
8:20 - 8:50am	Superintendent Welcome Dr. Keith Posley, MPS Superintendent
8:50 - 9:00am	Framing the Day Theopa Tolbert, Manager, Induction and Support
9:10 - 9:20am	Break
9:20 - 10:00am	Ambitious Instruction - Math (ZOOM PRO)
10:00 - 10:40am	Ambitious Instruction - Writing (ZOOM PRO)
10:40 - 10:50am	Break
10:50 - 11:30am	Ambitious Instruction – Literacy (ZOOM PRO)
11:30 - 12:15pm	Lunch
12:15 - 1:00pm	Ambitious Instruction (Math, Writing, Literacy) Virtual Office Hours (ZOOM PRO)
1:00 - 2:00pm	Ambitious Instruction - Math (GOOGLE CLASSROOM INDEPENDENT WORK)
2:00 - 3:00pm	Ambitious Instruction – Writing (GOOGLE CLASSROOM INDEPENDENT WORK)
3:00 - 4:00pm	Ambitious Instruction – Literacy (GOOGLE CLASSROOM INDEPENDENT WORK)

DAY 2 - August 4, 2020

For PowerPoints and resources from today's sessions go to the electronic agenda located here: www.tinyurl.com/mpsnewwebsite

8:00 - 8:20am	Welcome, Virtual Etiquette, and Norms (LIVE ZOOM PRO) Theopa Tolbert, Manager, Induction and Support
8:20 - 8:45am	Welcome and Introduction Larry Miller, Milwaukee School Board President
8:45 - 8:50am	Framing the Day Theopa Tolbert, Manager, Induction and Support
8:50 - 9:00am	Break
9:00 - 9:45am	Building Relationships through a Culturally Competent Approach (ZOOM PRO) La Tasha Fields, Culturally Responsive Practices Teacher Leader
9:45 - 10:30am	Setting Up Your Digital Classroom (ZOOM PRO)
10:30 - 10:45am	Break
10:30 - 11:15am	Discovery Education Spotlight on Strategies (ZOOM PRO)
11:15 - 12:00pm	Lunch
12:00 - 1:00 pm	Building Relationships Through a Culturally Competent Approach Office Hours (ZOOM PRO)
1:00 - 2:30pm	Exploring MPS Digital Library Resources (GOOGLE CLASSROOM)
2:30 - 4:00pm	Instructional Technology Virtual Office Hours (GOOGLE CLASSROOM)

DAY 3 - August 5, 2020

For PowerPoints and resources from today's sessions go to the electronic agenda located here: www.tinyurl.com/mpsnewwebsite

8:00 - 8:20am	Welcome, Virtual Etiquette, and Norms (LIVE ZOOM PRO) Theopa Tolbert, Manager, Induction and Support
8:20 - 8:40am	Chief of Academics Welcome Dr. Jeremiah Holiday, Chief of Academics
8:40 - 9:00am	Framing the Day Theopa Tolbert, Manager, Induction and Support
9:00 - 9:30am	Mentoring and Induction Support (ZOOM PRO BREAKOUTS)
9:30 - 9:45am	Break
9:45 - 10:30am	Classroom Management Overview (ZOOM PRO) 30 min live video 15 min Q & A
10:30 - 10:45am	Break
10:45 - 11:45 am	Independent Module 1 (GOOGLE CLASSROOM) Getting off to a Good Start
11:45 - 12:30pm	Lunch
12:30 - 1:30pm	Independent Module 2 (GOOGLE CLASSROOM) Classroom Management Systems
1:30 - 1:45pm	Break
1:45 - 2:45pm	Independent Module 3 (GOOGLE CLASSROOM) Thinking About Student Behavior
2:45 - 3:00pm	Break
3:00 - 4:00pm	Mentoring and Induction Support Office Hours (ZOOM PRO) Classroom Management Virtual Office Hours (ZOOM PRO)

DAY 4 - August 6, 2020


For PowerPoints and resources from today's sessions go to the electronic agenda located here: www.tinyurl.com/mpsnewwebsite

8:00 - 8:20am	Welcome, Virtual Etiquette, and Norms (LIVE ZOOM PRO) Theopa Tolbert, Manager, Induction and Support
8:20 - 8:40am	Welcome Presentations Amy Mizialko, MTEA President James Henderson, Educators Credit Union
8:40 - 8:50am	Brain Breaks Frank Palmisano, Curriculum and Instruction Planning Assistant
8:50 - 9:00am	Framing the Day Theopa Tolbert, Manager, Induction and Support
9:00 - 10:00am	Best Practice in Assessment (ZOOM PRO)
10:00 - 10:10am	Break
10:10 - 11:10am	Introduction to Special Education (ZOOM PRO)
11:10 - 11:55am	Lunch
11:55 - 12:55 pm	Introduction to Special Education Continued (ZOOM PRO)
12:55 - 1:05pm	Break
1:05 - 1:55 pm	Best Practice in Assessment Virtual Office Hours (GOOGLE CLASSROOM)
1:55 - 2:50pm	Introduction to Special Education Virtual Office Hours (GOOGLE CLASSROOM)
2:50 - 3:00pm	Break
3:00 - 4:00pm	School Site Virtual Meeting with Principal (GOOGLE MEET) <ul style="list-style-type: none"> ● School-based onboarding ● School initiatives ● School Tour ● Support Staff Introductions ● Resources & Logistical Support ● Buddy Teacher/School-based Mentor Introductions


DAY 5 - August 7, 2020

For PowerPoints and resources from today's sessions go to the electronic agenda located here: www.tinyurl.com/mpsnewwebsite


8:00 - 8:20am	Welcome, Virtual Etiquette, and Norms (LIVE ZOOM PRO) Theopa Tolbert, Manager, Induction and Support
8:20 - 8:35am	Welcome Presentation Lonnie Anderson - Senior Director, Organizational Development
8:35 - 8:45am	Framing the Day Theopa Tolbert, Manager, Induction and Support
8:45 - 9:00am	Break
9:00 - 10:00am	Human Resources: Growth and Supports (VIDEO LINK)
10:00 - 10:15am	Break
10:15 - 10:45am	Educator Effectiveness (PRESENTATION & VIDEO LINK)
10:45 - 11:30am	Racially Responsive Classrooms Best Practices (GOOGLE CLASSROOM)
11:30 - 12:30pm	Infinite Campus (GOOGLE CLASSROOM)
12:30 - 1:15pm	Lunch
1:15 - 2:15pm	Human Resources Virtual Office Hours (ZOOM PRO) Racially Responsive Classrooms Best Practices Office Hours (ZOOM PRO)
2:15 - 2:25pm	Break
2:25 - 3:25pm	Infinite Campus Virtual Office Hours (ZOOM PRO) (GOOGLE CLASSROOM INDEPENDENT WORK)
3:25 - 3:35pm	Break
3:35 - 4:00pm	Educator Effectiveness Office Hours (ZOOM PRO) (GOOGLE CLASSROOM INDEPENDENT WORK)

		<h2 style="color: yellow; background-color: blue; padding: 5px;">MPS - LMS Summer Course Catalog</h2>				
		<p>Adult Professional Learning Vision: Milwaukee Public Schools provides a system for adult professional learning that engages all staff in continuous professional growth leading to improved practice resulting in increased achievement for all students.</p>				
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Date Event Start	Course Name	Description	Audience	Event Name	Event Type	Curriculum
6/1/2020	Basics of Grant Writing	Milwaukee Public Schools Grants Development staff will offer a Basics of Grant Writing. The workshop is designed to provide a comprehensive overview of effective grant development techniques, including: finding the best fit for funding sources, creating innovative programs and projects, and planning for proper grant execution. In addition learning how to write an executive summary, needs assessment, budget and other critical components of a proposal, participants will learn district protocols for applying for grants. Please note: this is a voluntary, non-paid professional development opportunity	Principals, Teachers, Assistant Principals, Child Care Workers, Administrators, Directors and Managers, Library Media Specialists, General Educational Assistants, Handicapped Aids, Handicapped Aids Subs, Interns, School Nurses, School Nurse Associates, Other Support Staff, Para-Professional (EA), Info Technology Staff	06/01/2020, 1:00pm - 2:30pm, Virtual Meeting	Virtual Meeting	Office of Finance
6/3/2020	Basics of Grant Writing	Milwaukee Public Schools Grants Development staff will offer a Basics of Grant Writing. The workshop is designed to provide a comprehensive overview of effective grant development techniques, including: finding the best fit for funding sources, creating innovative programs and projects, and planning for proper grant execution. In addition learning how to write an executive summary, needs assessment, budget and other critical components of a proposal, participants will learn district protocols for applying for grants. Please note: this is a voluntary, non-paid professional development opportunity	Principals, Teachers, Assistant Principals, Child Care Workers, Administrators, Directors and Managers, Library Media Specialists, General Educational Assistants, Handicapped Aids, Handicapped Aids Subs, Interns, School Nurses, School Nurse Associates, Other Support Staff, Para-Professional (EA), Info Technology Staff	06/03/2020, 1:00pm - 2:30pm, Virtual Meeting	Virtual Meeting	Office of Finance
6/10/2020	IFAS Training for CS	The IFAS Training Session for Central Services Staff will explain how to access, understand and monitor data to successfully manage your department's financial resources. This will include: Learning how to read and understand account codes to ensure that expenditures are charged appropriately; Learning how to access a variety of data to successfully monitor and plan expenses in relation to your budget; Learning how to run budget related IFAS reports.	CSS School Leaders, CSS Professional Support Staff	06/10//20, 8:30am-10:30am, Central Services	Virtual Meeting	Office of Finance
6/11/2020	Learning Management System - Administrator Training	During this course participants will learn how to update the LMS system by creating new sessions, administering session attendance and credit, adding participants to sessions, accessing enrollment lists in addition to other administrative task. This course is taught in-person and online. Be sure to select the course that best fits you learning needs. To view attachments, click on the triangle located by "status", scroll down, then click on "attachment".	LMS Administrators	6/11/2020, 10:00am-11:00am, Virtual Meeting	Virtual Meeting	Organizational Development and Supports


6/12/2020	Lead Library Media Staff PD	This course will offer specialized training to school library staff to ensure appropriate library media resources are available to support schools and preserve instructional resource quality so that students and teachers can integrate library media in the educational process resulting in increased student achievement. This session will feature training on Destiny Resource Manager for individuals responsible for textbook and technology processing and management.	School library staff	6/12/2020, 8:00am-4:00pm, North Div.PD Ctr.	Virtual Meeting	Curriculum and Instruction - Library
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Date Event Start	Course Name	Description	Audience	Event Name	Event Type	Curriculum
6/22/2020	SEE US! Workshop	Professional development workshop for schools participating in the SEE US! grant.	Teachers, Administrators, SSTs, and AGRs at SEE US! grant schools.	6/22/2020, 8:00 a.m.-3:00 p.m. Alverno College	Virtual Meeting	Curriculum and Instruction - Advanced Academics
6/29/2020	Administrator and Clerical Summer Academy Training (June and July)	Policies, procedures, and curriculum training for Summer Academy programming.	Summer Academy Administrators and Clericals	6/29/20, 8:30-10:30am, July Admin&Clerical Virtual	Virtual Meeting	Extended Learning Opportunities
6/29/2020	Summer Academy July for School Counselor Training	Policies and procedures training for July Summer Academy	July Summer Academy School Counselors	6/29/20, 10:30-12:30, Virtual Meeting for July	Virtual Meeting	Extended Learning Opportunities
6/29/2020	Summer Academy June School Counselor Training	Policies and procedures training for Summer June Academy.	Summer Academy school counselors	6/29/20, 10:30-12:30pm, July Counselors	Virtual Meeting	Extended Learning Opportunities
6/30/2020	Summer Academy June Paraprofessional Training	This course is for ESL/bilingual paraprofessionals who have been hired for June Summer Academy.	ESL/Bilingual Paraprofessionals	6/30/2020, 8:30am-12:30pm, Gold Meir Upper Campus	Virtual Meeting	Extended Learning Opportunities


7/8/2020	IFAS Training for CS	The IFAS Training Session for Central Services Staff will explain how to access, understand and monitor data to successfully manage your department's financial resources. This will include: Learning how to read and understand account codes to ensure that expenditures are charged appropriately; Learning how to access a variety of data to successfully monitor and plan expenses in relation to your budget; Learning how to run budget related IFAS reports.	CSS School Leaders, CSS Professional Support Staff	07/08//20, 8:30am-10:30am, Central Services	Virtual Meeting	Office of Finance
8/12/2020	IFAS Training for CS	The IFAS Training Session for Central Services Staff will explain how to access, understand and monitor data to successfully manage your department's financial resources. This will include: Learning how to read and understand account codes to ensure that expenditures are charged appropriately; Learning how to access a variety of data to successfully monitor and plan expenses in relation to your budget; Learning how to run budget related IFAS reports.	CSS School Leaders, CSS Professional Support Staff	08/12/20, 8:30am-10:30am, Central Services	Virtual Meeting	Office of Finance
	Anthology Alignment 6-12	Overview: This professional development module focuses on the Anthology Alignment Project. The Anthology Alignment Project provides teacherdeveloped Common Core-aligned lessons for grades 6-11. These lessons can be used immediately in the classroom. These professional development materials are the same resources that Student Achievement Partners used to deliver its professional development series. This session is designed to take two days; however, you can break it up into smaller modules as needed.	6-12 teachers	Online	eLearning	Curriculum and Instruction

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	Attendance Check-In CheckOut	This online course will provide training on Attendance Check-In/Check-Out (CICO).	All school staff	Online	eLearning	Offic eof School Administration
	Book Baskets	This resource kit includes all the materials you need to start a Book Basket Project in your school: instructions, professional development content, sample text sets, and promotional handouts.	Grades k-12 educators	Online	eLearning	Literacy
	BrainPop	Learn how to login to BrainPOP, create a class, access the different versions of BrainPOP, and access content across the curriculum.	Teachers	Online	eLearning	Instructional Technology


Community Service Advisors	This course is required for high school staff members who will serve as Community Service Advisors for students who choose to meet the graduation requirement through community service (as opposed to online learning or service-learning).	Community Service Advisors	Online	eLearning	Office of Academics
Creating a Google Classroom	For Beginners - Adjusting Settings for initial Classroom experience	Teachers	Online	eLearning	Instructional Technology
DE Social Studies Techbook DropIn	This is a question and answer session.	6-8 Social Studies teachers	Online	eLearning	Curriculum and Instruction - Social Studies
Defined Learning	Participants will walk-through a Defined Learning PBL task to learn about the new additions, highlighting how they support distance learning/teacher/student collaboration. Participants will also learn how to customize and assign projects to students learning at home as well as the new CTE content and the new additions to the student portfolio.	Teachers	Online	eLearning	Office of Academics
Digital Tools Sampler	Learning by doing - in this session, we will collaborate in Google Meet, Padlet, Answer Garden, and Flipgrid.	K-12 teachers, teacher leaders	Online	eLearning	Instructional Technology
Discover Newsela for MPS	See what online content Newsela has that can be used for remote learning. Learn how to access this resource and assign articles to students.	all staff.	Online	eLearning	Instructional Technology
Distance Learning Best Practices	This session will highlight some of the top challenges of distance learning and provide best practice solutions for teachers.	Teachers	Online	eLearning	Instructional Technology
Distance Learning for Educators	This course provides access to resources on distance learning for educators.	Educators	Online	eLearning	Instructional Technology
Distance Learning Strategies with G Suite & Chromebooks	As illness and other factors prevent students from attending school in-person, how might educators leverage powerful tools to extend learning to home environments? Join Jennie Magiera, Global Head of Education Impact, as we outline common challenges, and offer quick tips for implementing distance learning through technology.	all staff.	Online	eLearning	Instructional Technology

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Date Event Start	Course Name	Description	Audience	Event Name	Event Type	Curriculum


	Educator Effectiveness: Questioning and Discussion	This course explores how a teacher’s skill in questioning and in leading discussions can make a powerful contribution towards equitable student learning and is valuable for many instructional purposes. This course is aligned to the Framework for Teaching, 3b: Using Questioning & Discussion Techniques.		Online	eLearning	Department of Organizational Development and Supports
	Educator Effectiveness: Using Assessment in Instruction	This course explores how a teacher’s skill in using assessment during instruction can make a powerful contribution towards equitable student learning. This course is aligned to the Framework for Teaching, 3d: Using Assessment in Instruction.		Online	eLearning	Department of Organizational Development and Supports
	Effective Read Alouds	Overview: This professional development module focuses on the Read Aloud Project. The Read Aloud Project provides teacher-developed Common Corealigned lessons for grades K-2. These lessons can be used immediately in the classroom. These professional development materials are the same resources that Student Achievement Partners used to deliver its professional development series. This session is designed to take two days; however, you can break it up into smaller modules as needed.	K-2 Educators	Online	eLearning	Literacy
	ELL and Sped support with the Social Studies DE Techbook	This session shows teachers how to engage all students using the tools in DE Social Studies Techbook.	To virtually engage students in Social Studies using the DE Techbook!	Online	eLearning	Social Studies
	Essential Instructional Practices for Elementary Literacy-For Coaches	This link will take you to a series of four modules focused on the Essential Coaching Practices in Elementary Literacy, and is meant to describe a set of research-supported literacy coaching practices to guide literacy coaches in their work with teachers. It will provide an overview of the Essential Coaching Practices and examine the specialized literacy knowledge and skills needed by an effective literacy coach.	Literacy coaches, Admins	Online	eLearning	Literacy
	Essential Instructional Practices in Early Literacy: K-3 Essentials	This course includes the Early Literacy Project Foundations module as well as the Essential 1 module of the Essential Instructional Practices in Early Literacy: Grades K to 3. Essential 1 is focused on motivation and engagement in literacy instruction. This module is part of a series of modules covering the Essential Instructional Practices in Early Literacy: Grades K to 3. Participants in this module will view a series of content presentations which provide detailed information on what is included in each essential and the research that supports them. The content presentations are accompanied by classroom videos that demonstrate each essential in practice. Reflection activities are included to support learners in checking their understanding and applying what they have learned to their own practice. To complete the module, participants must view all presentations and videos and complete all reflection activities.	K-3 Teachers, Coaches, Administrators	Online	eLearning	Literacy
	Flipgrid	For Beginners - Introduction to Flipgrid. Setting up a Grid, setting up a Topic, using Moderator tool, responding to student posts, and ideas for Topics	Teachers	Online	eLearning	Instructional Technology

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	Getting Creative with Google Slides and Drawings for Google Classroom	For those with basic understanding of Google Classroom Assignments and Google Slides - Participants will see examples of pre-made Google Slide Activities, walk through creating a simple activity to post to Classroom, and brainstorm and share ideas. Great for Lower Elementary!	Teachers	Online	eLearning	Instructional Technology
	GoGuardian Demo	See how to leverage these GoGuardian Teacher tools to help with remote learning: Tab Control, class announcements, Teacher-Student Chat, Activity Timeline, and Screens View.	Teachers	Online	eLearning	Instructional Technology
	Google Classroom - Assignments, Questions and Engagement	For Beginners that have Classroom Set-Up - Creating Engaging Assignments for Students, Asking different forms of questions, providing feedback to students.	All Staff	Online	eLearning	Instructional Technology
	Google Classroom - Early Childhood	Wondering how best to use Google Classroom with some of our youngest learners, K3-2nd grade? Participate in this session to learn new strategies and share ideas.	Early Childhood	Online	eLearning	Instructional Technology
	Google Classroom (Video) Guide	This Google Guide has topics that will assist you in creating a paperless classroom.	All MPS Teachers	Online	eLearning	Instructional Technology
	Google Drawings	For Beginners - Participants will work with Google Drawings, explore its features, and brainstorm ways for instructional purposes.	Teachers	Online	eLearning	Instructional Technology
	Google Drive Integration with Google Classroom	Make learning with Google Classroom easier and more powerful by learning how to organize and create from your Google Drive. In this session, a Google Certified Trainer will be guiding you through the basics of Drive and Classroom integration to support your students.	Teachers	Online	eLearning	Instructional Technology
	Head Start Inclusion Collection	On this page you can watch short video clips of different educational terms and definitions in action. To view video clips, ensure you have Adobe Flash Player downloaded on your computer.		Online	eLearning	Early Childhood


	High Quality Instruction in Writing Series 2019-20: Because, But, So: Expanding Sentences	Teachers and school leaders will learn and practice a high-impact writing technique, including its potential applications across the curriculum.	Teachers and School Leaders	Online	eLearning	Literacy
	How to Set up a Google Meet	This video will show you how to schedule and host a Google Meet, how to join the conversation and share information.	all staff.	Online	eLearning	Instructional Technology

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	Intro to Discovery Ed Social Studies Tech Book	MPS already has access to the Discovery Education Experience (DEX). The Discovery Education Experience is a personalized content and teaching platform with hundreds of thousands of digital curriculum and professional learning resources curated just for you.	6-8th grade teachers	Online	eLearning	Social Studies
	Intro to EverFI	This course gives teachers an overview of the courses for MPS students to access virtually and a tutorial for teachers on how to set it up.	K-12 teachers	Online	eLearning	Social Studies
	Jump Start Google Meet and Classroom	For teachers new to Google Classroom, join this hands-on session to get acquainted with the features of Google Classroom and Google Meet. Participants will leave having created a Google Classroom and at least one assignment.	all staff.	Online	eLearning	Instructional Technology
	Let's Jam with Jamboard	Participants will learn about and then use Google Jamboard as an interactive online whiteboarding tool to collaborate.	Teachers	Online	eLearning	Instructional Technology
	Literacy Teaching Toolkit	The Literacy Teaching Toolkit provides practical advice and high impact teaching practices that improve outcomes in reading, writing and speaking and listening. It covers the main elements of literacy.	elementary teachers, coaches, administrators	Online	eLearning	Literacy
	Maximizing High Quality Instruction in Writing: Finding Topics with the 1=16 Method	Teachers and school leaders will learn and practice a high-impact writing technique, including its potential applications across the curriculum.	Teachers and School Leaders	Online	eLearning	Literacy

	OverDrive/Sora (eBooks)	Learn the difference between OverDrive and Sora. Learn how to access the large range of materials available.	Teachers	Online	eLearning	Instructional Technology
	Quiz Assignments in Google Classroom	For Beginners - Participants will walk through the features of Quiz Assignments in Google Classroom, creating questions of various types, adding media to questions, creating sections, limited auto-scoring features.	Teachers	Online	eLearning	Instructional Technology
	Read & Write for Google & PDF Reader	For Beginners - Walk through of Read & Write for Google that all students have with their MPS Chrome Account - Speech to Text, Text to Speech, picture dictionary, and more! See how PDF Reader, R&W's companion works as well!	Teachers	Online	eLearning	Instructional Technology
	Remind Training Course	Through this training, staff will understand that Remind is a tool that is available to support communication with families.	All staff	Online	eLearning	Instructional Technology
	SchoolMessenger Communicate Creating Emails	The Newsletters feature was integrated into our Message Builder to make it easier for you to create beautiful emails quickly and easily. This feature does not replace the Stationery feature, but works as its own separatefeature.	Principals Parent Coordinators Social Workers Secretaries	Online	eLearning	Communications

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Date Event Start	Course Name	Description	Audience	Event Name	Event Type	Curriculum
	SchoolMessenger Communication School to Home	As school leaders, we know you understand the value and importance of schoolto-home communications. Whether those communications are via text, phone call, email or social media, they are powerful tools for ensuring a strong school community, involving parents in their child’s learning, alerting parents of changes in the school calendar, or notifying families when there are critical incidents at school, such as weather-related closings, evacuations or lockdowns.	Principals, Secretaries, Parent Coordinators,	Online	eLearning	Communications
	Screencastify	In this session, learn how to download the Screencastify extension, so you can create video recordings of your computer screen. See how to upload Screencastify videos to Classroom and use some of the features of Screencastify for editing.	Teachers	Online	eLearning	Instructional Technology
	Student Toolbox in Clever	The Student Toolbox in Clever is one of the most accessed websites in Milwaukee Public Schools. Teachers are invited to learn how to maximize students’ experience in the Student Toolbox by participating in Clever Academy, a free online course for educators. Through self-paced lessons, teachers can get up to speed on how to use the Clever MPS Student Toolbox to its fullest potential. Register for this course to launch the online Academy.	All staff	Online	eLearning	Instructional Technology

Supporting Social and Emotional Learning Virtually: Adult SEL and Self-Care	This video will review social and emotional learning for both students and adults. Participants will learn that adults having strong SEL skills positively impacts students. The definitions of vicarious trauma, compassion fatigue, and burnout will be reviewed, as well as their impact on a teachers' ability to meet students' needs. Finally, participant swill learn how adults can use their SEL skills and self-care strategies to alleviate the symptoms of vicarious trauma, compassion fatigue, and burnout.	All educators	Online	eLearning	Department of Specialized Services
Supporting Social and Emotional Learning Virtually: SEL and the SEL Guidance Documents	This course will revisit the definition of SEL and explore why it is so important during these times. The course will introduce how, using a virtual instruction model, the SEL guidance materials can be used to help support students to develop and use social and emotional skills.	Teachers	Online	eLearning	Department of Specialized Services
Tech Tuesday Pear Deck - Flashcard Factory	This Flashcard Factory has been used for SST Writing Sessions which is one of the more popular components with these writing sessions. This course offers a quick start guide, with videos to help SSTs and teachers get started.	SSTs and all teachers	Online	eLearning	Instructional Technology
The ELA Common Core Shifts	This course will go over the English Language Arts instructional shifts as a result of the common core state standards.	Teachers, New Teachers, Administrators	Online	eLearning	Literacy
Trauma Sensitive Schools Module 1: Definition of Trauma	This course is Module 1 of the Trauma Sensitive Schools training series. This course focuses on the definition of trauma.	All MPS staff	Online	eLearning	Department of Specialized Services

	<h2 style="color: #FFD700;">MPS - LMS Summer Course Catalog</h2>					
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	<p>Mission: Milwaukee Public Schools provides a a high-quality system of adult professional learning aligned to key district initiatives, designed collaboratively and available in a variety of formats allowing staff to personalize their learning, accessible anytime, anywhere. Adult professional learning will be on-going, job-embedded, supported by coaching and based on adult learning theory. Each experience will offer diverse and creative learning opportunities, while respecting individuals and cultural differences. Successful adult professional learning will result in a highly-effective staff that provides coherent and equitable instruction and services for students and their families, resulting in measurable gains in student achievement.</p>					
Date Event Start	Course Name	Description	Audience	Event Name	Event Type	Curriculum
	Trauma Sensitive Schools Module 2: Self-Care	This course is module 2 of the Trauma Sensitive Schools training series, focusing on self-care.		Online	eLearning	Department of Specialized Services
	Trauma Sensitive Schools Module 4: Impact of Trauma	This course is module 4 of the Trauma Sensitive Schools training series, focusing on the impact of trauma.	All MPS staff	Online	eLearning	Department of Specialized Services

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	Trauma Sensitive Schools Module 5: Becoming a Trauma Sensitive School Part 1	This course is module 5 of the Trauma Sensitive Schools training series, focusing on becoming a trauma sensitive school.	All MPS staff	Online	eLearning	Department of Specialized Services
	Trauma Sensitive Schools Module 6: Becoming a Trauma Sensitive School (Part 2)	This course is module 6 of the Trauma Sensitive Schools training series, focusing on becoming a trauma sensitive school.	All MPS staff	Online	eLearning	Department of Specialized Services
	Trauma Sensitive Schools Module 6: Becoming a Trauma Sensitive School (Part 2)	This course is module 6 of the Trauma Sensitive Schools training series, focusing on becoming a trauma sensitive school.	All MPS staff	Online	eLearning	Department of Specialized Services
	Trauma Sensitive Schools Module 7: SEL as a Trauma Sensitive Practice	This course is module 7 of the Trauma Sensitive Schools training series, focusing on social and emotional learning (SEL) as a trauma sensitive practice.	All MPS staff	Online	eLearning	Department of Specialized Services
	Trauma Sensitive Schools Module 8: Practices that Promote Social and Emotional Learning	This course is module 8 of the Trauma Sensitive Schools training series, focusing on practices that promote social and emotional learning,	All MPS staff	Online	eLearning	Department of Specialized Services
	Using Video for Distance Learning	This session will focus on how to utilize the power of videos for instruction during distance learning as well as tools like EdPuzzle, Google Forms, & Google Classroom to pair with the videos to optimize student engagement. Interested in making your own videos? Overviews on utilizing Screencastify & Google Meet will also be shared	Teachers	Online	eLearning	Instructional Technology



MPS - LMS Summer Course Catalog

Adult Professional Learning Vision: Milwaukee Public Schools provides a system for adult professional learning that engages all staff in continuous professional growth leading to improved practice resulting in increased achievement for all students.

Mission: Milwaukee Public Schools provides a high-quality system of adult professional learning aligned to key district initiatives, designed collaboratively and available in a variety of formats allowing staff to personalize their learning, accessible anytime, anywhere. Adult professional learning will be on-going, job-embedded, supported by coaching and based on adult learning theory. Each experience will offer diverse and creative learning opportunities, while respecting individuals and cultural differences. Successful adult professional learning will result in a highly-effective staff that provides coherent and equitable instruction and services for students and their families, resulting in measurable gains in student achievement.

Date Event Start	Course Name	Description	Audience	Event Name	Event Type	Curriculum
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	WI DPI Disciplinary Literacy Modules	The purpose for this Professional Learning on Demand module is to develop an understanding of disciplinary literacy and to provide a meaningful examination of the relevant research, standards, instructional strategies, and assessment ideas related to literacy practices in content area classrooms. These resources can be downloaded, customized, and used to facilitate professional learning of educators that is focused on the Wisconsin Standards for Literacy in All Subjects.	Teachers	Online	eLearning	Literacy
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Appendix B: Welcoming Back Students – Tips for Staff

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Welcoming Students Back – Tips for Staff

Recent events, such as the health pandemic and the unrest across the city and country have created circumstances in which students may be experiencing toxic levels of stress. We have no way of knowing what each of our students has experienced during this time, and each student will respond to these circumstances differently. Implementing trauma-sensitive practices and creating safe and supportive classroom environments can help promote resilient outcomes for students.

Create Predictability

Children who have experienced traumatic and/or stressful situations may continually be in a state of hypervigilance. This means that they are always on high alert, looking for potential threats to their physical or psychological safety. Sudden changes to routine, inconsistently applied rules and consequences, and unexpected changes to the physical environment can be threatening to a student’s sense of safety. When predictable routines are established, taught, and adhered to, students can calm this vigilant part of their brain, allowing them to relax and be in the right mindset to learn. Safe environments for students can also be cultivated by having consistent, reasonable expectations of students with predictable limits, boundaries, and consequences.

Do this:	Not this:
<p>DO implement PBIS classroom best practices</p> <ul style="list-style-type: none"> • build relationships • set expectations, rules, and procedures • teach expectations, rules and procedures • re-direct and set consequences • acknowledge <p>https://drive.google.com/file/d/1SienSRG7wRA74lQCfyi-OelgLMnOlZck/view?usp=sharing</p> <p>https://tinyurl.com/PBIS-World-Best-Practices</p>	<p>DON'T take a punitive / reactive disciplinary approach</p>
<p>DO establish, communicate & consistently use routines and procedures</p> <p>https://tinyurl.com/PBIS-World-Routines</p> <p>https://tinyurl.com/Classroom-Procedures-Milwaukee</p> <p>https://tinyurl.com/classroom-procedures</p>	<p>DON'T use unpredictable / unstructured approaches to the school day</p>
<p>DO have compassionate, but high, expectations</p> <p>https://www.edutopia.org/article/necessity-having-high-expectations</p> <p>https://helpfulprofessor.com/high-expectations-for-students/</p>	<p>DON'T lower standards or have inflexible standards</p>
<p>DO use timely and effective communication with students & families regarding building and district changes</p>	<p>DON'T wait or procrastinate in sharing updates or changes</p>

Establish Community

Students experienced a lack of closure from the 2019-20 school year and, with the impacts of physical/social distancing, they were not able to reconnect socially with their peers. For some, this distance may have been a welcome relief and they are anxious about returning to a classroom of peers. For others, this was a very difficult adjustment and they are desperate to be back amongst friends. Whatever the case, establishing strong, trusting relationships within classrooms and the broader school community will be more important now than ever. It is important to explicitly teach relationship skills and devote specific time to developing relationships between students and teachers and amongst students. Utilizing cooperative learning opportunities also helps students cultivate strong relationships.

Do this:	Not this:
<p>DO focus on relationship building among students, and between staff and students</p> <p style="padding-left: 40px;">SEL Signature practices pg. 7</p> <p style="padding-left: 40px;">https://tinyurl.com/MPS-PBIS-Relationships - (will need to log in to mConnect, 3rd item on the list: Relationship Building/Acknowledgement)</p>	<p>DON'T immediately start making up for lost instructional time</p>
<p>DO build in explicit time and activities to let students establish or reestablish peer relationships</p> <p style="padding-left: 40px;">Build Community and Support Document</p> <p style="padding-left: 40px;">SEL Signature Practices pgs. 3 & 55</p> <p style="padding-left: 40px;">https://tinyurl.com/Peer-Relationships</p>	<p>DON'T expect student connections to happen naturally</p>
<p>DO actively seek connections with students' families</p> <p style="padding-left: 40px;">https://tinyurl.com/Parent-Teacher-Relationship</p> <p style="padding-left: 40px;">https://tinyurl.com/MPS-Ropes-and-Challenges</p> <p style="padding-left: 40px;">https://tinyurl.com/Parent-Teacher-Relationship-2</p> <p style="padding-left: 40px;">https://tinyurl.com/Closure-Guide (if we aren't back in school physically)</p>	<p>DON'T wait for families to come to us</p>
<p>DO make yourself visible, available, and accessible to students and families</p>	<p>DON'T avoid interactions/questions/concerns of the school community and key stakeholders</p>

Process Emotions

For adults and students across the city, the experiences during the extended school closure have been widely varied. Not only will individuals have feelings to process related to COVID-19, but the recent protests, rallies, and unrest across the city and country have likely led to potential strong feelings as well. When considering the emotions of others, it is important that we not make assumptions about what students may or may not be experiencing. Everyone who has lived through a similar event will not experience or process it in the same way. As adults, it is important that we acknowledge our feelings about the COVID-19 and racial pandemics, so that we can help students acknowledge and manage their own.

Do this:	Not this:
<p>DO practice self-care; model self-care for staff & students</p> <p>https://tinyurl.com/MPS-Self-Care-Assessment</p> <p>https://tinyurl.com/MPS-Mindfulness</p> <p>add link to SEL MOD 2 virtual learning (when complete)</p> <p>https://tinyurl.com/Ideas-for-Check-in</p>	<p>DON'T ignore your own needs</p>
<p>DO offer reassurance as needed to students about steps we are taking to keep them safe</p> <p>https://tinyurl.com/PBS-Talking-to-Youth</p> <p>https://tinyurl.com/Discussion-with-Youth</p> <p>https://tinyurl.com/Coping-with-Change</p>	<p>DON'T offer one-time reassurance and assume it will suffice</p> <p>DON'T make promises you can't keep (i.e. I will always be there for you)</p>
<p>DO recognize that race plays a role in personal experiences during the school closure</p> <p>https://tinyurl.com/Racism-Preexisting-Condition</p> <p>https://tinyurl.com/Trauma-Informed-COVID</p> <p>https://www.facinghistory.org/books-borrowing/fostering-civil-discourse-guide-classroom-conversations</p>	<p>DON'T assume everyone has had the same experiences or has had access to the same resources</p>
<p>DO offer opportunities for students to name and reflect on changes and losses during the school closure during classroom discussions, circle time, writing, and art activities</p> <p>SEL Signature Practices pgs. 8-18</p> <p>https://tinyurl.com/corona-virus---Brain-Pop (student Clever account)</p> <p>https://tinyurl.com/Practices-Guide</p> <p>https://tinyurl.com/Managing-Covid-Anxiety</p> <p>https://tinyurl.com/Talking-Tips</p>	<p>DON'T force sharing of losses</p> <p>DON'T pretend we can pick right back up where we left off</p>

Utilize Responsive Instructional Practices

Students have been away from traditional academic instruction for an extended period of time. As with any exercise, our minds need an opportunity to ease back into our old routines. Dr. Bruce Perry describes a 3 Rs approach to working with students, particularly during times of stress or trauma. The 3 Rs stand for Regulate, Relate, and Reason. In essence, students must first feel regulated in order to relate to others in the school community, which they must do in order to be fully prepared to engage in the higher-level cognitive reasoning necessary for learning. Many instructional practices can be utilized which build on this concept and allow students the opportunity they need to regulate and relate during academic instruction.

Do this:

DO gradually build up instructional stamina by including brain breaks

<https://tinyurl.com/PA-Breaks-Milwaukee>

<https://tinyurl.com/Go-Noodle-Videos>

Mindfulness Games (Reset-MindBody)

Not this:

DON'T expect age predictive attention spans

DO focus on experiential learning opportunities

SEL Signature Practices pgs. 19-35

<https://tinyurl.com/Learning-Opportunities>

DON'T rely on extended lecture

DO teach students to view mistakes as evidence that they are learning

<https://tinyurl.com/Build-Growth-Mindset>

<https://tinyurl.com/Build-Growth-Mindset-2>

<https://tinyurl.com/Growth-Mindset-3>

DON'T use mistakes as evidence that students have failed

Identify Vulnerable Students

The universal practices we put in place to establish routine, prioritize relationships, and process emotions are important first steps in mitigating some of the impacts of trauma and stress on students. Unfortunately, while the above practices are necessary for all students, they may not be sufficient for some. There are a number of factors that increase a student’s risk for having difficulty coping with stressful situations, including pre-existing mental health conditions, lack of access to needed resources, proximity to the stressful situation, and having an underdeveloped support system. Early intervention can have a positive impact for students, so it is important that we connect students with resources when we first begin to have concerns.

Do this:	Not this:
<p>DO monitor all students for signs of difficulty coping. These include but are not limited to:</p> <ul style="list-style-type: none"> • Frequent angry outbursts; Irritability • Social withdrawal; Increased school absences • Repeated physical complaints (headaches, stomachaches etc) • Rapid weight gain or loss • Frequent worry • Declines in academic performance • Self-destructive or risk-taking behaviors 	<p>DON'T assume these symptoms will go away on their own</p>
<p>DO seek consultation and assistance from building mental health staff (Psychologist/Social Worker/School Counselor) for struggling students</p>	<p>DON'T try to manage it all on your own</p>
<p>DO offer small group opportunities to mourn students & staff</p> <p style="text-align: center;">SEL Signature Practices pgs. 8-18</p> <p style="text-align: center;">https://tinyurl.com/Scholastic-K-5-lesson</p> <p style="text-align: center;">https://tinyurl.com/Scholastic-6-12-lesson</p>	<p>DON'T conduct school-wide memorials or loudspeaker memorial announcements*</p>

*For further information or guidance on helping your school community cope with the death of a staff member or student, please contact the district crisis team.

Appendix C: School Calendars

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2020–21 *Early Start* Calendar

Aug 10	Organizational Day	Dec 24–25	Winter break
Aug 11–14	Professional Development Days	Dec 28–31	Winter break
Aug 17	First Day of School – Students	Jan 1	Winter break
Sept 4	Labor Day break	Jan 18	MLK Jr. Day
Sept 7	Labor Day	Feb 15	Mid-Semester break
Oct 23	Parent-Teacher Conference Day	Feb 16	Record Day (K–8) and Professional Development Day (H.S.)
Oct 26	October break	March 19	Parent-Teacher Conference Day
Nov 3	November break	April 2, 5–9	Spring break
Nov 16	Record Day (K–8) and Professional Development Day (H.S.)	May 17	Record Day (K–8) and Professional Development Day (H.S.)
Nov 25, 27	Thanksgiving break	May 26	Last Day of School – Students
Nov 26	Thanksgiving Day	May 27	Record Day (H.S.) and Professional Development Day (K–8)
Dec 23	Record Day (H.S.) and Professional Development Day (K–8)	May 28	Professional Development Day (all)

Note: ACT testing dates to be determined.

- Pink = Professional Development and Record Days – Most staff report and students do not report
- Yellow = Staff and students do not report
- Blue = Parent Teacher Conference Days – Staff and students do not report
- Red = First and last day of classes for students – Staff and students report
- Green = Teacher Organizational Day – Staff report and students do not report



July 2020

S	M	T	W	Th	F	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

August 2020

S	M	T	W	Th	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

September 2020

S	M	T	W	Th	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

October 2020

S	M	T	W	Th	F	S
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

December 2020

S	M	T	W	Th	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

January 2021

S	M	T	W	Th	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

February 2021

S	M	T	W	Th	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	1	2	3	4	5	6

March 2021

S	M	T	W	Th	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

April 2021

S	M	T	W	Th	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

May 2021

S	M	T	W	Th	F	S
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

June 2021

S	M	T	W	Th	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

Calendar dates may change due to inclement weather, etc. Please stay in touch with your school for updates. Some teacher workdays are shaded. Individual schools may have additional non-attendance days which do not appear on this calendar. Also, methods and dates for distributing report cards may vary from school to school. STAFF: Refer to staff calendars for details on non-student attendance days.



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2020–21 *Traditional* Calendar

Aug 25	Organizational Day	Dec 24–25	Winter break
Aug 26–28, 31	Professional Development Days	Dec 28–31	Winter break
Sept 1	First Day of School – Students	Jan 1	Winter break
Sept 4	Labor Day break	Jan 18	MLK Jr. Day
Sept 7	Labor Day	Feb 15	Mid-Semester break
Oct 23	Parent-Teacher Conference Day	Feb 16	Record Day
Oct 26	October break	March 19	Parent-Teacher Conference Day
Nov 3	November break	April 2, 5–9	Spring break
Nov 16	Record Day	May 31	Memorial Day
Nov 25, 27	Thanksgiving break	June 4	Records Day
Nov 26	Thanksgiving Day	June 11	Last Day of School – Students
Dec 23	Professional Development Day	June 14–15	Professional Development Days

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- Red = First and last day of classes for students – Staff and students report
- Green = Teacher Organizational Day – Staff report and students do not report



July 2020

S	M	T	W	Th	F	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

August 2020

S	M	T	W	Th	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

September 2020

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

October 2020

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18	19	20	21	22	23	24
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November 2020

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22	23	24	25	26	27	28
29	30	1	2	3	4	5

December 2020

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30	31	1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

January 2021

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27	28	29	30	31	1	2
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17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

February 2021

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31	1	2	3	4	5	6
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21	22	23	24	25	26	27
28	1	2	3	4	5	6

March 2021

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28	29	30	31	1	2	3

April 2021

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25	26	27	28	29	30	1

May 2021

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25	26	27	28	29	30	1
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23/30	24/31	25	26	27	28	29

June 2021

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30	31	1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

Calendar dates may change due to inclement weather, etc. Please stay in touch with your school for updates. Some teacher workdays are shaded. Individual schools may have additional non-attendance days which do not appear on this calendar. Also, methods and dates for distributing report cards may vary from school to school. STAFF: Refer to staff calendars for details on non-student attendance days.



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2020-21 Late Start Calendar

Aug 31	Organizational Day	Jan 1	New Year's Day
Sept 1-4	Professional Development Days	Jan 18	MLK Jr. Day
Sept 7	Labor Day	Jan 29	Professional Development Day (K-8) / Record Day (H.S.)
Sept 8	First Day of School - Students	Feb 15	Mid-Semester break
Nov 2	Parent-Teacher Conference Day	March 12	Professional Development Day (H.S.) / Record Day (K-8)
Nov 3	November break	March 19	Parent-Teacher Conference Day
Nov 25, 27	Thanksgiving break	April 2, 5-9	Spring break
Nov 26	Thanksgiving Day	May 28	Professional Development Day
Dec 7	Professional Development Day (H.S.) Record Day (K-8)	May 31	Memorial Day
Dec 23-25	Winter break	June 11	Professional Development Day (H.S.) / Record Day (K-8)
Dec 28-31	Winter break	June 17	Last Day of School - Students
		June 18	Professional Development Day (K-8) / Record Day (H.S.)

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- Red = First and last day of classes for students - Staff and students report
- Green = Teacher Organizational Day - Staff report and students do not report



July 2020

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19	20	21	22	23	24	25
26	27	28	29	30	31	1

August 2020

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26	27	28	29	30	31	1
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16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

September 2020

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30	31	1	2	3	4	5
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20	21	22	23	24	25	26
27	28	29	30	1	2	3

October 2020

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020

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December 2020

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29	30	1	2	3	4	5
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20	21	22	23	24	25	26
27	28	29	30	31	1	2

January 2021

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27	28	29	30	31	1	2
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17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

February 2021

S	M	T	W	Th	F	S
31	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	1	2	3	4	5	6

March 2021

S	M	T	W	Th	F	S
28	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

April 2021

S	M	T	W	Th	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

May 2021

S	M	T	W	Th	F	S
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

June 2021

S	M	T	W	Th	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

Calendar dates may change due to inclement weather, etc. Please stay in touch with your school for updates. Some teacher workdays are shaded. Individual schools may have additional non-attendance days which do not appear on this calendar. Also, methods and dates for distributing report cards may vary from school to school. STAFF: Refer to staff calendars for details on non-student attendance days.