



2021-2022 School Year Roadmap to Readiness

June 24, 2021 Report



**MILWAUKEE
PUBLIC SCHOOLS**

Milwaukee Public Schools | 5225 W. Vliet Street | Milwaukee, WI 53208

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Introduction

The Board took action at its June 1, 2021 meeting to return to in-person learning for the 2021-2022 school year. The Board's action was detailed in a motion, which directs the Administration to proceed with planning and implementation for a full in-person, face-to-face, five-days a week return to school for students for both August 2021 and September 2021 start dates in alignment with nine parameters. This report provides an update of the Administration's planning that is aligned to the nine parameters. This report supplements information being provided to families in the **Roadmap to Readiness 2021-2022 School Year Update**.

Responses to Motion Items

Method of Teaching

Alignment to Motion – Item #1

The feedback from the work groups and unions supports a move away from concurrent teaching. However, the work groups also discussed how students who need to quarantine will be provided learning opportunities to continue their daily instruction.

School-based teams will be created to identify schoolwide practices and schedules that enable all students to access the general curriculum regardless of time out of school. This will include clear expectations around 1:1 Chromebook usage and the use of Google Classroom, Seesaw and other technology platforms that encourage and support learning. The school-based teams should also identify possible roles of support staff, such as the parent coordinator, para-professional, SST, etc., in the learning opportunities for students who need to quarantine.

The **Roadmap to Readiness 2021-2022 School Year Update** details that concurrent teaching will generally not be used. The update identifies that virtual-only students will engage in a stand-alone virtual program through a dedicated platform and have teachers solely dedicated to virtual learning instead of the concurrent teaching model used at the end of the 2020-2021 school year.

Sports and Extracurricular Activities

Alignment to Motion – Item #2

The **Roadmap to Readiness 2021-2022 School Year Update** provides the following details for sports in the fall. Milwaukee Public Schools is planning for a return of sports in the fall. Masks will not be required for outdoor sports. For indoor sports, masks will not be required while students are competing, but will be required while they are not competing (e.g., while sitting on the bench). Sports programs will continue to adhere to appropriate health guidance for sport activities.

All fall high school sports are expected to resume. This includes football, cross country, girls volleyball, girls tennis, girls golf, girls swim, and boys soccer.

For elementary and middle schools, below is a listing of the sport leagues the district is planning to offer during the fall 2021 season, which runs between mid-September until November:

- Elementary: Girls basketball, coed soccer, coed volleyball, coed flag football, and coed cheerleading
- Middle school: Coed cross country, coed flag football, girls basketball, and coed cheerleading

Registration for fall sports is now open. Students can register in [rSchool](#).

All extracurricular activities will resume. These activities will vary by school based on student interest and availability of sponsoring staff members.

Professional Development

Alignment to Motion – Item #3

Milwaukee Public Schools continues to provide high quality professional development for staff. Some of the professional development and tools available include:

- Professional development for school personnel in social and emotional learning (SEL) practices to meet the needs of the school.
 - Identifying Vulnerable Students professional development will be available for school staff to learn factors that increase a student's risk for having difficulty coping with stressful situations and ways to support them.
 - Youth Mental Health First Aid professional development will be available to school staff throughout the school year. This full-day training provides staff with an introduction to mental health, stigma reduction, and an actionable way to speak with students of concern.
 - Trauma Sensitive Classroom Management professional development will be provided to new educators, and is available as self-paced professional development as well as instructor-led training to school or district staff upon request.
 - An SEL assessment tool is available to school psychologists and social workers for intervention planning purposes, and will also be piloted as a classroom or school screener to assist with instructional planning.

- A roadmap to classroom and schoolwide social, emotional, and mental health supports is laid out in the Social-Emotional Mental Health Supports Graph 2.0, which is attached as Appendix A.
- Culturally relevant and anti-racist resources will be shared with school leaders, support staff, and teachers to support students and the school community. Milwaukee Public Schools has created an Antiracism & Bias Professional Development 3-Year Plan, which is attached as Appendix B.
- The professional development work group has collaborated to identify topic areas for professional learning opportunities in the 2021-2022 school year. The work group also surveyed educators to further refine topic areas based on the feedback from educators through the survey. The professional development topic areas are outlined in the Phase III District Professional Development for Educators document, which is attached as Appendix C.

Adherence to CDC Recommendations

Alignment to Motion – Item #4

The Administration remains committed to implementing health and safety guidelines that adhere to guidance from the Centers for Disease Control and Prevention (CDC) and from the Milwaukee Health Department. We have acknowledged this adherence to public health guidance in the **Roadmap to Readiness 2021-2022 School Year Update** and detailed the mitigation measures that are planned to be implemented in the fall. The work groups were generally in agreement that MPS guidelines should follow established health guidance.

Feedback from families and other stakeholders in the spring 2021 expressed frustration that safety guidelines implemented were not aligned to current CDC recommendations for K-12 schools. MHD is now aligning their guidance for schools with the CDC for clarity in reopening schools and the MPS fall plans reflect the most recent CDC guidelines.

Vaccination Efforts

Alignment to Motion – Item #5

As we move to full in-person schooling on a daily basis, our goal is to have as many students and staff vaccinated as possible. To reach this goal, the district will need to communicate information related to the vaccine as well as opportunities for families to receive the vaccine. This work will rely on a close partnership between MPS, the Milwaukee Health Department and various community groups. MPS will continue to offer facilities to support community vaccination efforts at sites known to and comfortable for our students and staff.

The district is committed to working with the Milwaukee Health Department on two additional vaccine opportunities for all qualified students, staff and community members. We will host the following events to encourage vaccinations prior to the start of the school year:

- Back to School Health Fair at Obama SCTE on July 30
- Back to School Health Fair at Longfellow School on August 6.

In addition to access to COVID-19 vaccines at the health fairs, families will have access to a variety of health services, including dental services. We will message these opportunities along with our ongoing vaccine clinics at 5 MPS sites this summer.

The district will ensure information about the COVID-19 vaccine benefits and availability will be easily accessible for students, staff and families. To that end, the district will do the following:

- Create advertising materials related to “why vaccinate” with a focus on peer-to-peer messaging.
- Use existing social media and communication platforms to get messages to students, staff and families about the COVID-19 vaccine and its availability in our neighborhoods.
- Explore new avenues for communication to all stakeholders.

Vaccination marketing efforts are outlined in the Summer Back to School Marketing Plan, which is attached as Appendix D. Vaccination information has also been included in the **Roadmap to Readiness 2021-2022 School Year Update**.

Social Media Launch

Alignment to Motion – Item #6

The communications work group continues to meet with a variety of stakeholders to gain feedback on the best methods for reaching our MPS families and for ideas on welcome back to school and enrollment campaigns.

The enrollment campaign will continue its “We Are MPS Ready” theme to inform potential families and students of the ways to enroll in Milwaukee Public Schools. Each school will hold at least one open house over summer.

The Department of Communications and Marketing will also support enrollment by collaborating with the Department of Student Services to seek out and register for in-person community events so that MPS can have a table/booth to promote enrollment.

The Department of Communications and Marketing will continue fulfilling school requests for enrollment marketing materials such as:

- Updating school fact sheets
- Creating/updating enrollment postcards
- Mailing of postcard to families within the school bussing zones
- Banners, flyers, posters, etc.

The Welcome Back to School campaign will highlight and inform families of the district procedures in place for the safe return to school. The Department of Communications and Marketing will coordinate with early and traditional start schools to prepare and host Day One celebrations.

- The campaign will inform families on the health and & safety measures in place for the start of the 2021-22 school year.
- The campaign will promote the Roadmap to Readiness website (mymps.org) where families can find additional information on returning to school.
- The campaign will encourage families to sign up for a Parent Portal account to ensure their contact information is up-to-date with their school and the district.

Messaging for both campaigns will be carried out through multiple methods including billboards, television ads, radio ads, social media, community newspapers, and flyers posted at community outlets/locations. The full communications plan for fall 2021 can be found in the Summer Back to School Marketing Plan attached as Appendix D.

Virtual Program

Alignment to Motion – Item #7

The **Roadmap to Readiness 2021-2022 School Year Update** provides the following details of the virtual program. MPS will offer a full-time virtual program for children whose families prefer virtual learning. The virtual program for the 2021-2022 school year will be structured after the traditional school model and will not provide any specialty programs such as Montessori, language immersion, International Baccalaureate (IB), career and technical education (CTE), bilingual, etc. The program will serve only virtual learners, with teachers dedicated to remote learning. Classroom teachers based in schools will only teach in-school students.

The district is requesting responses from families who would like their children to participate in the virtual program. Below are some important details about the MPS virtual program.

- Enrollment is limited and based on availability.
- Children will engage in full-time learning through a program that serves only virtual learners. They will not be part of a classroom at their current school, but they will not lose their seat in their current school.
- This will be a traditional program only; there will not be any specialty programs such as Montessori, Language Immersion, Advanced Placement (AP), International Baccalaureate (IB), Career and Technical Education (CTE), bilingual, etc.

Responses from families were required to be submitted by June 21, 2021, to be eligible for the virtual program. Late responses will not be accepted.

Preliminary survey numbers are included in the 2021-2022 Virtual Program/Virtual School Proposal, which is attached as Exhibit E. The Virtual Program Proposal highlights more details for the virtual program, to include the digital platform, staffing considerations, expected costs, etc. Final survey results showing the number of children interested in the virtual program will be shared at the regular monthly June Board meeting.

Issuance of RFP – Public Relations Firm

Alignment to Motion – Item #8

The Department of Communications and Marketing worked with the Department of Procurement and Risk Management to draft a request for proposals (RFP) for marketing and public relations assistance. The Department of Procurement and Risk Management has issued the RFP and will follow the standard procedures in place for posting, reviewing, and awarding a contract under the RFP.

Roadmap to Readiness Work Group

Alignment to Motion – Item #9

Work group meetings have continued throughout the year. The work groups have expanded when necessary to gather the input of additional stakeholders, including experts and/or professionals outside of MPS. Each workgroup team is composed of principals, teachers, support staff, students, parents, and community members. Meetings are held regularly to discuss what is needed for a safe return to full in-person learning. Work group co-chairs have a list of all attendees and topics of discussion for each workgroup. Meeting dates and supporting materials can be found on the [Reopening Plan site](#).

The Administration has engaged in meet and confer discussions with union groups. Specifically, the Administration has met with the Milwaukee Teachers' Education Association (MTEA), Administrators & Supervisors Council (ASC), Psychologists' Association in Milwaukee Public Schools (PAMPS), and Local 420 - International Union of Operating Engineers (IUOE).

At these sessions, the Administration outlined the fall reopening plan and addressed any questions from the unions. Specific discussions were held on the following topics:

- COVID testing
- Contact testing/quarantine protocols
- Mitigation strategies
- Cleaning protocols
- Virtual programming

The **Roadmap to Readiness 2021-2022 School Year Update** provides more information on the district's plan to return to in-person learning five days a week, expanding on the presentation given at the Special Board Meeting on June 1, 2021.

Appendices

The listed appendices follow this page.

Appendix A - Social-Emotional Mental Health Supports Graph 2.0

Appendix B - Antiracism & Bias Professional Development 3-Year Plan

Appendix C - Phase III District Professional Development for Educators

Appendix D - Summer Back to School Marketing Plan

Appendix E - 2021-2022 Virtual Program/Virtual School Proposal

Classroom & School-Wide Supports Social, Emotional and Mental Health

Below you will find the in-person and virtual roadmap to Classroom and Schoolwide Supports for Social, Emotional and Mental Health for our Milwaukee Public Schools return to school 2021-22. When fully in-person, schools will provide additional attention and support regarding the Universal and Tier I measures. The Universal components identified are vital to the development and support of staff & students. The overall goal is to ensure that the below strategies, supports and resources become a seamless addition to every school's educational plan. All in-person activities will take into account social distancing capabilities at each school site.

Priority	In-person	Virtual <i>(Flexible Scheduling/Virtual School)</i>
1. Universal Supports	<ul style="list-style-type: none"> A. Welcoming Students <ul style="list-style-type: none"> a. Create predictability b. Establish community c. Process emotions d. Use responsive instructional practices e. Identify vulnerable students B. Standard of Care <ul style="list-style-type: none"> a. Establishing a system of support: checking in with students and families when needed. C. Create safe and supportive environments for students <ul style="list-style-type: none"> a. School Counselors, psychologists and social workers will engage with students to support SE/MH development. b. Provide explicit skill instruction (<i>Tier I</i>) c. Second Step d. School Counseling Core Curriculum (K-12) 	<ul style="list-style-type: none"> A. Welcoming Students <ul style="list-style-type: none"> a. Create predictability b. Establish community c. Process emotions d. Use responsive instructional practices e. Identify vulnerable students B. Standard of Care <ul style="list-style-type: none"> a. Establishing a system of support: checking in with students and families when needed using multiple virtual means i.e. Remind, text, Google Classroom, etc. C. Student Virtual Contact Form <ul style="list-style-type: none"> a. Classroom folders will be completed identifying individual students to keep a running record of contact. b. Provide explicit skill instruction (<i>Tier I</i>) c. Second Step d. School Counseling Core Curriculum (K-12)

	<p>e. Individual Student Planning (Academic and Career Planning)</p> <p><i>Professional development is needed for all components for principals and staff.</i></p>	<p>e. Individual Student Planning (Academic and Career Planning)</p> <p>f. Focus on symptom reduction and social/emotional skill building</p> <p>D. Create safe and supportive environments for students</p> <p>a. School Counselors will run a virtual Mindfulness Classroom (at all school schools K-8)</p> <p>E. School-based Health Team must address student and staff mental wellness</p> <p><i>Professional development is needed for all components for principals and staff.</i></p>
<p>2. Tier II</p>	<p>A. In-person delivery of CICO (Check-in Check-out) and SAIG (Social/Academic Intervention Groups) dependent upon student needs, group goals, and cohort</p> <p>B. Small Groups in-person- dependent upon student needs, group goals, and cohort [standard number of groups will be required (i.e., school counseling)</p> <p>C. Focus on symptom reduction and social/emotional skill building</p> <p><i>Consult with the PBIS team to guide in-person implementation at the school level.</i></p>	<p>A. Virtual delivery of CICO (Check-in Check-out), SAIG (Social/Academic Intervention Groups)</p> <p>B. Virtual Small Groups - standard number of groups will be required</p> <p>C. Focus on symptom reduction and social/emotional skill building using a virtual platform</p> <p><i>Consult with the PBIS team to guide virtual implementation at the school level.</i></p>

<p>3. Tier III</p>	<p>A. In-person delivery of Educational Wraparound and RENEW services dependent upon individual student goals and cohort.</p> <ul style="list-style-type: none"> a. Team and student meetings b. Collaboration on plans <p>B. In-person 1-1 counseling as appropriate for student schedule and goals</p> <p>C. Focus on symptom reduction and social/emotional skill building</p> <p>D. Community involvement and/or outside supports, may be a combination of in-person and virtual</p> <p><i>Consult with the PBIS team to guide in-person implementation at the school level.</i></p>	<p>A. Virtual delivery of Educational Wraparound and RENEW services dependent upon individual student goals and cohort.</p> <ul style="list-style-type: none"> a. Team and student meetings b. Collaboration on plans <p>B. Virtual 1-1 counseling</p> <p>C. Focus on symptom reduction and social/emotional skill building</p> <p>D. Community involvement and/or outside supports using virtual platform</p> <p><i>Consult with the PBIS team to guide virtual implementation at the school level.</i></p>
<p>4. Referral Pathway</p>	<p>A. Pupil Services Online Referral Process; teachers and/or staff will be able to refer a student to receive support from pupil services staff. <i>PD and planning time needed</i></p> <p>B. BIT meetings</p> <p>C. Community Mental Health referrals as needed</p>	<p>A. Develop talking points for staff to utilize to help families when needs arise to establish consistency; MPS Social, Emotional, and Mental Health Support website</p> <p>B. Pupil Services Online Referral Process; teachers and/or staff will be able to refer a student to receive support from pupil services staff. <i>PD and planning time needed</i></p> <p>C. Virtual BIT meetings</p> <p>D. Community Mental Health referrals as needed</p>
<p>5. Resources for Families</p>	<p>A. Communication from schools about supports available, consistent with district messaging</p> <p>B. Social, Emotional, and Mental Health Support website</p> <p>C. Mental Health Newsletter</p>	<p>A. Communication from schools about supports available, consistent with district messaging</p> <p>B. Social, Emotional, and Mental Health Support website (in development)</p> <p>C. Mental Health Newsletter</p>

	<ul style="list-style-type: none"> D. Parent Coordinator will be available to assist parents/families E. SEL packets to be used at home, shared both in paper version and electronically 	<ul style="list-style-type: none"> D. Parent Coordinator will be available to assist parents/families E. SEL packets to be used at home, shared both in paper version and electronically
<p>6. Support Staff Expectations (Daily, Weekly, Semester)</p>	<ul style="list-style-type: none"> A. Office hours identified and shared with the school community B. Consent to work with students C. Referral pathway D. Current expectations for Psychologists, School Counselors, Social Workers are in place and will be enhanced to incorporate virtual processes E. Pupil Services Support and Agreement: communication document for administrators to explain roles and responsibilities F. Any staff PD may be delivered virtually G. Development of schedules that will be communicated with schools; <i>(Minimize between-school travel to extent possible)</i> H. All small groups and individual meetings with students will be conducted in-person I. Continue use of IC contact log guidelines <p><i>PD will be provided by the respective department. Common planning time about SE/MH needs and supports for students.</i></p>	<ul style="list-style-type: none"> A. For example: identify media platform, i.e. Google Classroom-creative activities that align with the support needs B. Office hours identified <i>(virtual platform will be identified)</i> and shared with the school community C. Consent to work with students D. Referral pathway <i>(virtual)</i> E. Current expectations for Psychologist, School Counselors, Social Workers are in place and will be enhanced to incorporate virtual processes F. Pupil Services Support and Agreement: communication document for administrators to explain roles and responsibilities G. Any staff PD may be delivered virtually H. Development of schedules that will be communicated with schools. <i>(virtual platform will be highlighted); (Minimize between-school travel to extent possible)</i> I. All small groups and individual meetings with students will be conducted via a secured platform J. Continue use of IC contact log guidelines <p><i>PD will be provided by the respective department. Common planning time about SE/MH needs and supports for students.</i></p>

<p>7. Communicate about Social, Emotional and Mental Health Supports</p>	<p>A. Use various modes of communication (<i>email, phone, text, district/school websites, MPS APP, newsletters, etc.</i>)</p> <p>B. Communicating Tier I supports that must be in place for students. (<i>All administrators will ensure support and accountability to staff and students.</i>)</p> <p>C. Transparent communication with students, staff and families</p> <p><i>PD will be provided via directors of departments.</i></p>	<p>A. Use various modes of communication (<i>email, phone, text, district/school websites, MPS APP, newsletters, etc.</i>)</p> <p>B. Communicating Tier I supports that must be in place for students. (<i>All administrators will ensure support and accountability to staff and students.</i>)</p> <p>C. An FAQ will be created for all school staff to outline the pathways, identify guiding questions and responses to provide parents with uniform language</p> <p>D. Transparent communication with students, staff and families</p> <p><i>PD will be provided via directors of departments.</i></p>
<p>8. Staff Wellness</p>	<p>A. Develop a Tranquility Space</p> <p> a. Explore using the teacher lounge, making it a welcoming, soothing space</p> <p>B. Individual staff check-ins (<i>phone tree for larger staffs</i>)</p> <p> a. District administrators within their departments/regions</p> <p> b. School administrators with their staff</p> <p>D. Welcoming Staff</p> <p> a. Create predictability</p> <p> b. Establish community</p> <p> c. Process emotions</p> <p> d. Identify vulnerable staff (PD will be needed)</p> <p>E. EAP Resources (<i>consistently shared on staff documentation</i>)</p>	<p>A. Individual staff check-ins (<i>phone tree for larger staffs</i>)</p> <p> a. District administrators within their departments/regions</p> <p> b. School administrators with their staff</p> <p>D. Welcoming Staff</p> <p> a. Create predictability</p> <p> b. Establish community</p> <p> c. Process emotions</p> <p> d. Identify vulnerable staff (PD will be needed)</p> <p>E. EAP Resources (<i>consistently shared on staff documentation</i>)</p>

	<p>F. PD for staff on strategies for externalizing behaviors, classroom management, and identifying/understanding mental health problems</p> <p><i>Common planning time about SE/MH needs and supports for students.</i></p> <p><i>Ongoing professional development will be provided to administrators and staff members on how to facilitate conversations around racial injustice and equitable practices.</i></p>	<p>F. Virtual PD for staff on strategies for externalizing behaviors, classroom management, and identifying/understanding mental health problems</p> <p><i>Common planning time about SE/MH needs and supports for students.</i></p> <p><i>Ongoing professional development will be provided to administrators and staff members on how to facilitate conversations around racial injustice and equitable practices.</i></p>
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Antiracism & Bias Professional Development - 3 Year Plan

In alignment with Resolution 05-14-5003 with The Office for Civil Rights and The Milwaukee Board of School Directors prior action regarding antiracism and the Black Lives Matter initiative, the following three-year plan has been created to engage all MPS staff members and the community in professional development and discussion on antiracism and bias professional development.

Mission: Provide professional development and ongoing support and best practice for staff members to work with students and the Milwaukee community to address race, work towards being antiracist through a series of professional development opportunities and the development of internal MPS facilitators to sustain the work.

Vision: Contribute to becoming a district and community that collaborates to address the role of race, and in which all staff, students and community members actively work towards being antiracist and interrupting bias.

Year 1 February 2021-June 2021 (all sessions completed as of May 19, 2021)

Summary: In the first year, the individuals identified for professional development will consist of teachers, administrators, and support staff at traditional middle and high schools. These identified individuals will all attend Virtual Courageous Conversation Exploration (VCCE).

A Courageous Conversations Cabinet will be created that will meet quarterly to monitor implementation goals and metrics, overall fidelity, and identify action steps throughout the district.

There will also be a creation of a cohort of ten internal facilitators who will complete the two-part professional development from Courageous Conversations to become licensed and certified to conduct all professional development from Courageous Conversations within MPS.

Virtual Courageous Conversations Exploration Estimated staff enrollment: 1,400

Participants will experience three components of the Courageous Conversations™ Protocol (Four Agreements, Courageous Conversations Compass, and Six Conditions). Through small, whole, and racial affinity group settings, colleagues are guided toward a working understanding of race and antiracism. Exploration is composed of three, 90-minute sessions, with an hour of reflection between sessions. Core seminar topics and concepts include Courageous Conversation Protocol, the rhetorical power of personal experiences, deep listening skills, and defining race and its impact. Participants will acquire the knowledge and requisite skills for engaging, sustaining, and deepening courageous conversations about the impact of race and racism in our lives. This framework can then be used by participants within their classroom instruction, classroom community, engagement of families, school teams, and professional development.

Start. Stay. Succeed.
Comienza. Quédate. Triunfa.



The district has contracted with Courageous Conversations for 17 sessions for the remainder of the 2020-2021 school year. Each session is 4.5 hours of screen time (with three breaks), at seven hours in total, and is limited to 80 individual participants.

Staff members assigned to traditional middle and high schools:

Principals	Assistant Principals/Deans	Teachers	Support Staff (Psychs, SSW, Counselors)	Paraprofessionals /Parent Coordinators
23	72	1,319	137	289
School	Administrators	Teachers	Support Staff	Paraprofessionals
Alliance	2	13	3	4
Andrew Douglas	2	14	2	9
Audubon MS &HS	3	58	5	13
Bay View	4	56	7	8
Bradley Tech	4	53	6	12
Green Tree	2	16	2	2
Hamilton	5	97	6	15
Groppi	1	8	2	3
King MS	3	24	3	4
Lincoln MS	3	36	4	6
MacDowell	3	48	3	23
Madison	4	41	6	7
Marshall	5	61	6	17
Meir	2	64	5	11
Milwaukee HS of the Arts	4	58	6	9
Milwaukee. School of Languages	4	67	7	11
North	3	26	3	7
Obama SCTE	2	43	5	13
Project STAY	1	8	3	6
Pulaski	4	58	6	10
King HS	4	83	7	11
Riverside	4	85	6	24
Reagan	5	66	6	9
South	4	62	7	20
Transition	1	10	2	1
Vincent	4	50	7	10
Washington	4	37	5	9
Wedgewood	5	46	4	7
WCLL	3	31	3	7



Professional Development Schedule February – June 2021

Date	Schools
March 3, 2021	Riverside
March 17, 2021	North Division, Bradley Tech
March 24, 2021	Milwaukee School of Languages, King High School, Golda Meir, Project STAY,
March 31, 2021	Reagan, Alliance, Groppi, Transition
April 14, 2021	Bay View, Madison, Pulaski
April 21, 2021	Vincent, MacDowell
April 28, 2021	South, Wisconsin Conservatory of Lifelong Learning (WCLL), Audubon, Marshall, High School of the Arts
May 5, 2021	Hamilton
May 12, 2021	Washington, Obama, King Middle School, Roosevelt, Morse, Douglas
May 19, 2021	Lincoln, Wedgewood, Green Tree

Other professional development on antiracism and bias will continue to be offered across the district including:

- Role of bias in discipline
- History of race in Milwaukee and America
- Interrupting bias around us
- Multiple perspectives & role of race around us
- Others at the district and school level

Courageous Conversations Book Cohorts

A cohort of 30 school administrators and 14 centralized staff members began a book study in November 2020, reading *Courageous Conversations about Race*. An additional cohort of interested staff members will begin in February 2021.

District Facilitators- Courageous Conversations Certification Program

Identified participants will complete two programs from May 2021 through August 2022 to serve as *Courageous Conversations about Race*™ licensed practitioners and facilitators. The district is looking to identify ten centralized staff members to participate in this certification program. This cohort will then be licensed to facilitate any of the professional development offered through *Courageous Conversations* within Milwaukee Public Schools, as well as integrate their copyright and trademark materials and activities within district professional development.

Beginning in May 2021, this cohort will enroll in the Level 1: Practitioner Certification Program. Level 1 is self-guided and recommended completion timeline is nine months. Level 1 includes a book study, modules, webinars, and a self-study, all totaling 45 total hours. All participants also receive an additional three months of ongoing support from a *Courageous Conversations about Race* mentor. Participants will be asked to complete the Level 1 program prior to January 1, 2022, so that they can enroll in the Level 2: Facilitator program beginning in February 2022.



Year 2 August 2021-June 2022

Summary: The second year, individuals identified for professional development will be all paraprofessionals from traditional middle and high schools, all new educators hired and assigned to middle and high schools, one cohort of Centralized Services leaders, administrators at all elementary schools, and remaining cohorts for elementary teachers and support staff (counselors, social workers, psychologists). All identified individuals will attend Virtual Courageous Conversation Exploration (VCCE). The cohort of ten individuals who began the certification process in Year 1 will continue in Year 2 completing Level 1 prior to end the of December 2021 and joining Level 2 in February 2022. Participants will complete Level 2 and be certified prior to August 2022.

Virtual Courageous Conversations Exploration

Estimated Staff Enrollment: 1,700

During Year 1 all administrators, teachers and support staff at traditional middle and high school attended VCCE. Paraprofessionals (including Parent Coordinators) at middle and high schools will attend the first cohort in Year 2. All new educators hired to teach in a traditional middle and high school will be identified to attend VCCE as part of their onboarding experience. All administrators at elementary schools will attend a cohort of VCCE. All remaining cohorts (12) will be created for elementary schools focusing on administrators, teachers, and support staff. Schools will be prioritized based on discipline referral rate for Black students from the 2019-2020 school year by region.

M.S. H.S Paraprofessionals	M.S./H.S. New Educators	Central Services Staff Members	Elementary Administrators	Identified Elementary Teachers & Support Staff
289	TBD (estimated 100)	80 staff total	148	1,093

School	Teachers & Support Staff	% of Behavior Events for Black Students	Total Behavior Events for Black Students	Region
Story School	24	88	856	Central
Fifty-Third Street School	23	88	636	Central
Metcalfe School	27	92	600	Central
Starms School	16	99	560	Central
Clarke Street School	18	99	539	Central
Hopkins-Lloyd	17	98	415	Central
Sherman School	24	96	361	Central
Milwaukee French Immersion	31	86	333	Central
Townsend Street School	23	96	439	Citywide
Dr. King Elementary	25	94	150	Citywide



School	Teachers & Support Staff	% of Behavior Events for Black Students	Total Behavior Events for Black Students	Region
River Trail School	26	99	146	Citywide
Hartford Avenue School	28	95	411	East
Milwaukee Academy of Chinese Lang.	40	85	320	East
Gaenslen	64	90	262	East
Carver	29	98	262	East
Siefert School	24	96	190	East
Holmes School	22	95	185	East
Cass Street School	27	84	175	East
Elm Creative Arts School	22	93	163	East
Milwaukee Sign Language School	42	95	717	Northwest
Grantosa Drive School	40	96	475	Northwest
Thoreau School	30	95	456	Northwest
Carson	33	92	449	Northwest
Lancaster School	22	96	376	Northwest
Thurston Woods Campus	28	100	274	Northwest
Congress School	48	95	263	Northwest
Eighty-First Street School	27	92	210	Northwest
Longfellow School	55	46	150	Southwest
Manitoba School	34	30	145	Southwest
Whitman School	24	56	125	Southwest
Grant School	38	39	117	Southwest
Mitchell School	46	47	93	Southwest
Doerfler School	36	49	79	Southwest
Milwaukee Spanish Immersion	40	66	65	Southwest

Throughout Year 2 there will be an estimated total of 1,671 staff identified to attend VCCE. With 80 staff members able to attend each cohort, a total of 20 sessions will be needed.

Courageous Conversations Book Cohorts

All administrators will have the opportunity to engage in a book cohort with Courageous Conversations about Race, with books funded through a grant from the McCarthy Dressman Education Foundation.

District Facilitators- Courageous Conversations Certification Program

Identified participants will complete two programs from May 2021 through August 2022 to serve as Courageous Conversations about Race™ licensed practitioners and facilitators. The ten identified staff members from Year 1 will continue their work with Level 1: Practitioner. Upon completion of Level 1, the ten participants will join Level 2: Facilitator in February 2022.

Start. Stay. Succeed.
Comienza. Quédate. Triunfa.



Beginning in February 2022, this cohort will enroll in the Level 2: Facilitator certification program. Level 2 includes continued coaching and self-reflection on the work of Courageous Conversations. Participants also participate in a book study and reflection groups. All participants are expected to integrate what they learn into their work within the district and will co-facilitate segments of the Courageous Conversations professional development leading towards full certification. Participants will be asked to complete the Level 2 program prior to July 1, 2022, so that they can be fully certified starting in August 2022, for Year 3 of implementation in MPS. This cohort will then be licensed to facilitate any of the professional development offered through Courageous Conversations within Milwaukee Public Schools, as well as integrate their copyright and trademark materials and activities within district professional development.

Year 3 August 2022-June 2023

Summary: The third year, individuals identified for professional development will consist of all remaining MPS staff members. The cohort of ten individuals who began the certification process in Year 1 will be certified to conduct professional development within MPS beginning in August 2022. All new educators will attend CCE during their induction process. Initial cohorts will include teachers and support staff at remaining elementary schools not identified in Year 2. Going forward, cohorts will be for remaining staff members including secretaries, nurses, social work aides, safety aides, centralized services staff members, etc. All professional development will be conducted by MPS facilitators so there will be no contract for professional development needed.

Courageous Conversations Exploration

Estimated Staff Enrollment: 5,600

During Year 3, all remaining MPS staff members will attend CCE throughout the year facilitated by certified MPS Courageous Conversations facilitators. All new educators hired will be identified to attend CCE as part of their onboarding experience. Approximately 5,000 estimated remaining staff members will be trained during Year 3, with a need for 62 cohorts.

Elementary Paraprofessionals	New Educators	Elementary Teachers & Support Staff
1,089	TBD (estimated 200)	1,669



School	Teachers & Support Staff	% of Behavior Events for Black Students	Total Behavior Events for Black Students
Neeskara School	28	95	288
Hi-Mount Blvd School	15	95	256
LaFollette School	16	97	228
Bethune Academy	38	94	211
Eighty-First Street School	27	92	210
Greenfield School	40	42	82
Franklin School	32	97	202
Burbank School	41	74	197
Clemens School	24	89	188
Brown Street School	26	100	144
Fratney Street School	31	56	144
Hawley School	22	79	144
Ninety-Fifth Street School	22	72	141
Goodrich School	23	93	123
Riverwest Elementary	21	82	122
Pratt Elementary	20	100	109
Lloyd Barbee Montessori	20	94	108
Parkside School	53	37	107
Craig School	18	97	89
Stuart School	21	93	85
Barton School	22	98	84
Browning School	23	99	80
Jackson Elementary	22	100	79
Richard Kluge Elementary	30	88	76
Auer Avenue School	14	97	68
Keefe Avenue School	15	99	66
Bruce School	19	90	65
Parkview School	27	96	62
Riley School	23	33	57
Allen-Field School	47	28	56
Rogers Street Academy	40	41	56
Curtin School	18	42	52
Vieau School	46	45	51
Bryant School	18	92	46



School	Teachers & Support Staff	% of Behavior Events for Black Students	Total Behavior Events for Black Students
Lincoln Avenue School	35	83	46
I.D.E.A.L. K-8 Program	15	53	44
Westside Academy II	20	100	43
Victory	36	27	42
Starms Center	19	100	38
Fairview School	40	20	37
Morgandale School	33	28	36
Lowell School	15	48	33
Hawthorne School	22	92	32
Humboldt Park School	34	53	28
Trowbridge Street School	17	55	28
Garland School	36	38	27
Milwaukee German Immersion	30	74	25
Alcott School	18	35	24
Engleburg School	26	95	20
Zablocki School	25	17	19
Cooper School	29	62	15
Academy of Accelerated Learning	35	22	14
Clement Avenue School	24	19	13
Maple Tree School	18	92	12
Kilbourn School	20	89	8
Honey Creek School	22	30	6
Hayes Bilingual School	46	3	5
Hampton School	21	80	4
Emerson School	18	100	3
Kagel School	19	50	3
Burdick School	31	5	2
Fernwood School	37	29	2
ALBA	35	0	0
Bay View Montessori	20	0	0
Whittier School	11	0	0

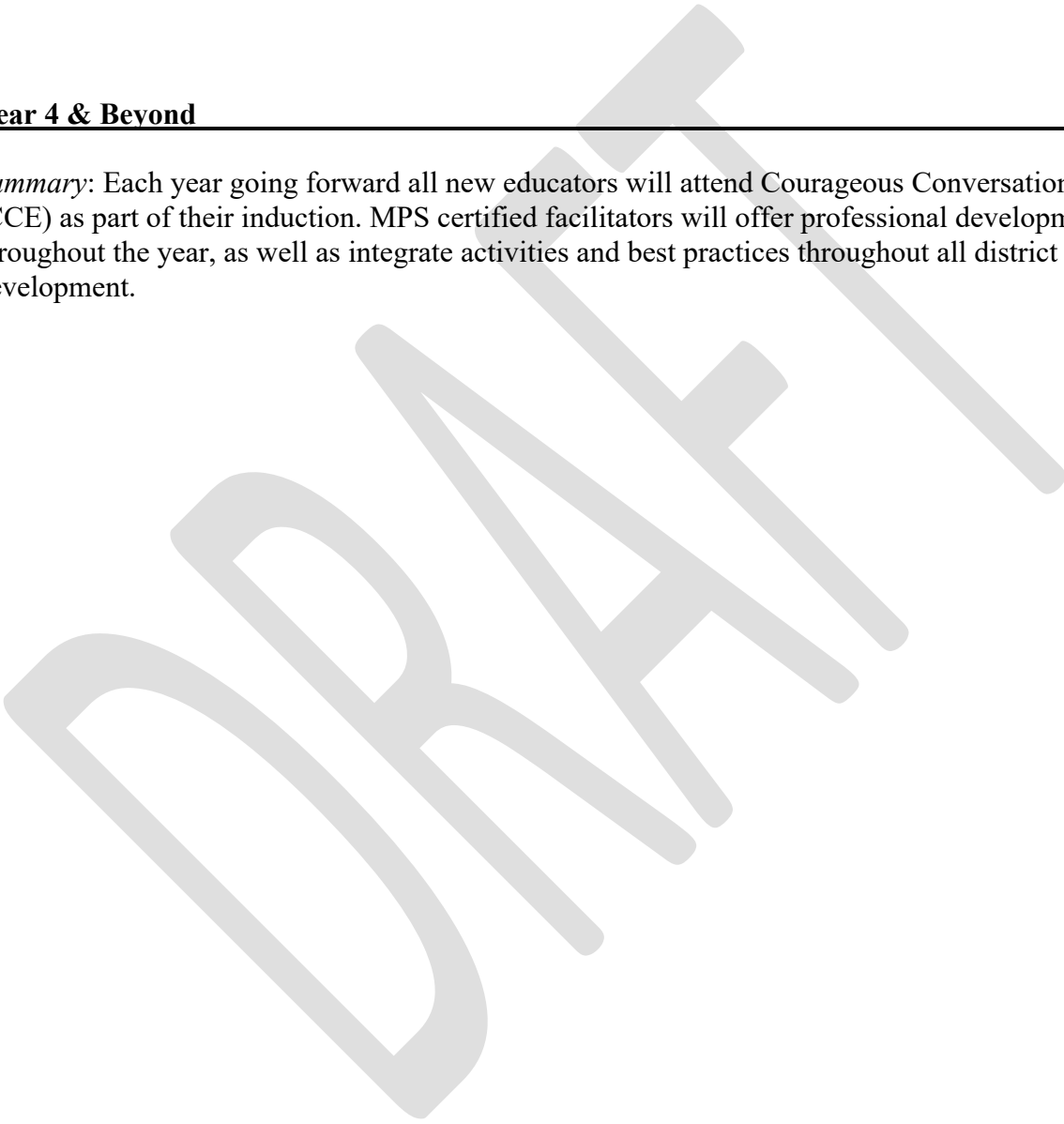


Additional staff members:

Nurses	Safety Aides	Social Work Aides	School Engineers	Speech Pathologists	All remaining staff members
63	238	34	138	180	2,000

Year 4 & Beyond

Summary: Each year going forward all new educators will attend Courageous Conversation Exploration (CCE) as part of their induction. MPS certified facilitators will offer professional development throughout the year, as well as integrate activities and best practices throughout all district professional development.



Phase III DISTRICT Professional Development/Training for Educators

Instructional Materials and Resources

Descriptor:

- High-quality instructional materials are materials that are aligned to standards, validated, comprehensive, engage students in a variety of activities at an appropriate depth of knowledge and include assessments.
- Core (Tier 1) instructional materials - district-adopted and/or endorsed core (Tier 1)
- Supplemental materials complement or serve as a companion to core (Tier 1) instructional materials

Intended Grade Band	Professional Learning Area of Interest	Timeframe when courses will be first available for enrollment		
		Trimester 1	Trimester 2	Trimester 3
K-12	Reviewing and selecting supplemental instructional materials that are appropriate and culturally and linguistically responsive			x
K-12	Leveraging technology to enhance instructional materials and actively engage students	x		
K-12	Organizing core instructional materials to maximize student engagement using a variety of pedagogical strategies, including, but not limited to, discourse, socratic seminar, project-based learning	x		

Foundations for Standards-Aligned Instruction

Descriptor:

- The foundation of all instruction is based on the Wisconsin Model Academic Standards, national academic standards or industrial

identified standards.

- The teacher clearly communicates to the student how the learning is connected to grade level proficiency.
- The teacher identifies the central understanding for the lesson, including key concepts and skills necessary for proficient student performance.
- Success in instruction is demonstrated through standards-based grading to communicate performance to students and families.

Intended Grade Band	Professional Learning Area of Interest	Timeframe when courses will be first available for enrollment		
		Trimester 1	Trimester 2	Trimester 3
K-12	Scaffolding learning activities and lessons to meet the needs of all students		X	
K-12	Creating differentiation of lessons		X	
K-5	Designing and implementing explicit small group instruction (core)			X
6-12	Developing learning activities aligned to standards-based objectives	X		

Formative Assessment

Descriptor: The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work.
- help faculty recognize where students are struggling and address problems immediately.

Formative assessments are generally low stakes, which means they have low or no point value.

Intended Grade Band	Professional Learning Area of Interest	Timeframe when courses will be first available for enrollment		
		Trimester 1	Trimester 2	Trimester 3
K-12	Improving student engagement by asking effective questions		x	
K-12	Implementing, supporting, student goal setting			x
K-12	Providing feedback that feeds learning forward		x	

Using Digital Tools for Formative Assessment

Descriptor:

Digital tools are defined as resources to implement digital education with the purpose of giving autonomy to the student, improving the administration of academic processes, encouraging collaboration, and facilitating communication between teachers and learners.

Intended Grade Band	Professional Learning Area of Interest	Timeframe when courses will be first available for enrollment		
		Trimester 1	Trimester 2	Trimester 3
K-12	Pear Deck	x		
K-12	Google Forms		x	
K-5	Jamboard			x
6-12	Google Quizzes	x		

Safety Nets

Descriptor:

Safety Nets are defined as something that provides security against misfortune or difficulty. In the educational context, the purpose of Safety Nets are to provide supplemental academic and social support to assist students in meeting standards, so they can graduate.

Intended Grade Band	Professional Learning Area of Interest	Timeframe when courses will be first available for enrollment		
		Trimester 1	Trimester 2	Trimester 3
K-12	Engaging in family communication strategies	x		
K-12	Promoting social emotional learning through Restorative Practices	x		
k-12	Providing academic supports (small group interventions)		x	

The Department of Communications and Marketing will execute a summer marketing plan to inform and engage potential families and students of enrollment options in Milwaukee Public Schools. The campaign will also highlight district efforts and ways families can prepare to return to school in fall 2021 and will feature diverse imagery and messaging in languages represented in the district.

Strategy 1: Campaign to increase district and school enrollment for fall 2021

The enrollment campaign will continue its “We Are MPS Ready” theme to inform potential families and students of the ways to enroll in Milwaukee Public Schools.

Tactic 1 – We Are MPS Ready Enrollment Campaign

- The campaign will highlight the program offerings/specialty courses the district offers (such as bilingual, dual enrollment, Head Start, Montessori, Language Immersion, youth apprenticeships).
- The campaign will inform families on how they can enroll with MPS: online, by phone, or at the school of their choice.
- MPS enrollment messaging will be carried out through the following advertising methods, but not limited to:
 - Billboard
 - Community newspapers
 - Family Newsletter
 - Media Interviews
 - Radio
 - Social media
 - TV
 - Flyers that can be hung in community outlets/locations

Tactic 2 - Continue to Support Schools with Enrollment Marketing Needs

- Promotion for schools hosting Open Houses
- Continue fulfilling school requests for marketing materials such as:
 - School fact sheets
 - Enrollment postcards
 - Mailing of postcard to families within the school bussing zones
 - Banners, flyers, posters, etc.

Tactic 3 - Tabling at Community Events

- The department will support enrollment by collaborating with the Department of Student Services, seeking out and register for in-person community events that MPS can have a table/booth to promote enrollment. Examples of these events include:
 - Ethnic Festivals
 - Concerts in the parks
 - Farmer’s markets
 - Street festivals
- Will ask schools to participate by having student demonstrations/performances when possible to showcase MPS talent.

Anticipated Outcomes

- Increased student enrollment.
- Greater public awareness of MPS and enrollment opportunities.
- Enhanced positive perception of MPS.

Strategy 2: Promote Vaccination

The Department of Communications & Marketing will coordinate with the Health & Safety workgroup to execute a positive messaging campaign about the importance of receiving the COVID-19 vaccination prior to return to school for fall 2021.

Tactic 1 – MPS Staff Vaccination Campaign

- The campaign will feature MPS staff testimonials.
- The campaign will inform the importance of vaccination and how it will support the school community.
- Vaccination messaging will be carried out through the following internal communications methods, but not limited to:
 - Email
 - Newsletters
 - Text Messages
 - Thursday Updates

Tactic 2 – MPS Families and Students, Peer to Peer Campaign

- The campaign will feature MPS families and student testimonials.
- The campaign will inform the importance of vaccination and how it will support the school community.
- Campaign will highlight community incentives already available to the public:
 - [Lyft](#) and [Uber](#) provide a free ride to vaccination sites
 - The donut chain, Krispy Kreme, is offering [one free donut per day](#) for the rest of 2021 upon showing your vaccination record card
 - Others as they arise
- Vaccination messaging will be carried out through the following advertising methods, but not limited to:
 - Billboard
 - Community newspapers
 - Family Newsletter
 - Social media
 - Flyers that can be hung in MPS and Milwaukee Recreation summer sites and community outlets/locations

Tactic 3 – Host Vaccine Information Event at MPS and Milwaukee Recreation Summer Sites

- Engage and share vaccination information with the community at MPS and Milwaukee Recreation summer sites such as:
 - Community Learning Centers (CLCs)
 - Safe Place sites
 - Summer Academy sites
 - Summer meal locations
 - Twilight Centers

- Will seek donations to offer incentives for attending and/or provide light snacks to attendees.

Anticipated Outcomes

- Increase in fully vaccinated MPS community members
- Greater awareness of vaccination opportunities for our students, families, and staff.
- Higher comfort level of staff, students, and families for a return to full in-person learning in fall.

Strategy 3: Welcome Back to School – MPS Day One

The Welcome Back to School campaign will highlight and inform families of the district procedures in place for a safe return to school. In addition, the Department of Communications & Marketing will coordinate with early and traditional start schools to prepare and host Day One celebrations.

Tactic 1 – Welcome Back to School campaign

- The campaign will inform families of the health and & safety measures in place for the start of the 2021-22 school year.
- The campaign will promote the Roadmap to Readiness website (mymps.org), where families can find additional information on returning to school.
- Campaign will promote Bridge Programs throughout the district.
- Campaign will encourage families to sign up for a Parent Portal account to ensure their contact information is up-to-date with their school and the district.
- Messaging will be carried out through the following methods, but not limited to:
 - Emails
 - Family Newsletter
 - Media interviews
 - Social media
 - Text messages
 - TV

Tactic 2 – MPS Day One

- Coordinate with one early start and one traditional start school to prepare and host Day One celebrations.
- Invite media, dignitaries, board members, and Central Services staff to each celebration.
- Plan the scope and order of activities for the mornings (including welcome speech and press conference) and capture the events with videography and photography.
- Share recaps through social media, district web stories, etc.

Anticipated Outcomes

- Increase number of visits to the Roadmap to Readiness website.
- One early start Day One in-person celebration.
- One traditional start Day One in-person celebration.

Milwaukee Public Schools
2021-2022 K-12 Virtual Program and
K-12 Virtual School Proposal
Interdepartmental Collaborators

Communications, Curriculum & Instruction, Facilities & Maintenance, Human Resources, School Administration, Student Services, Technology



Objective

To provide a virtual educational option for current students that are opting to remain virtual for the 2021-22 school year.

Rationale

Virtually educating students during the pandemic has been a challenge for all stakeholders. However, the question of how to virtually educate students has been answered. Many lessons were learned as a district, as administrators, as teachers, and as students. However, many students learned that a virtual instructional environment was a great fit for their daily learning. As a district in the process of transitioning back to a traditional face-to-face instructional environment, it is important to recognize that many students prefer online learning and are currently seeking a school system that will provide a permanent virtual option for their child. Because of this, the district plans to offer a K-12 virtual program for the 2021-2022 school year.

Rather than using traditional curriculum created for face-to-face instruction, the MPS Virtual Program will utilize a combination of curriculum that is created specifically for a virtual learning environment and district assessments that have been tailored specifically to align with MPS' instructional standards. Utilizing an eLearning content provider, the district will have the ability to offer courses that the district currently struggles to staff.

The current plan also aligns with district exploration of establishing an MPS K-12 Virtual School. A virtual school can utilize Open Enrollment, which would make the virtual offerings available to potentially hundreds of students from around the state. Due to the pandemic, Wisconsin DPI has issued a waiver for the 2021-22 school year that allows students to attend a fully virtual program in a nonresident school district without having to be enrolled in virtual charter school, so planning is underway for a possible virtual school for the 2022-2023 school year. In accordance with current state law, the virtual school would operate as an instrumentality virtual charter school in future years.

Structure

The virtual program's administrative and support staff will be housed and provide educational instruction out of the Green Bay Avenue campus, which also houses the Success Center. Students who select our district's virtual educational option for the 2021-2022 school year; will retain their seat at their original school of origin.

Student & Family Expectations

Students and families should feel assured that online courses will mirror the rigor and structure of classroom learning. This is particularly important if students will be working from home without daily, face-to-face interaction with a teacher or mentor. It is recommended that upon enrollment, families identify a learning coach that will support instruction and technology, to ensure that students understand their schedule and expectations for time on task. It is also recommended that any student that selects our district's virtual educational option for the 2021-2022 school year makes a year commitment to the program. However, if a student or family

decides that in person instruction best meets their educational needs, we ask that the return to face-to-face instruction transpires at the end of the semester

Students will be expected to spend approximately 4-7 hours on schoolwork per day, depending on their grade level. Students can expect to participate in synchronous instruction for 50-75% of the school day, 5 days per week, with the remaining time to be asynchronous. Student schedules will reflect an 8:30 am – 3:00 pm daily school schedule.

During a typical day, students should expect to log into each of their courses where the instructor will provide a combination of direct instruction, independent work, and small group instruction.

Extracurricular Activities

Students will be able to participate in extracurricular activities at their school of origin. Virtual options for extracurricular activities will be dependent on the activity itself, the conference association, and the individual school.

Enrollment & Staffing

As of June 18, 2021, approximately 777 students have indicated interest in a virtual option for the 2021-22 school year. Based on the survey and the rate of increase from start date to end date, initial enrollment is projected to be 1,000 students with a recommended maximum capacity of 1,500 students.

Survey Breakdown as of 6/18/21	
Grade Band	Number Requested
K3 – K5	67
1 -5	283
6-8	178
9-12	249
Total	777

Additionally, to not contribute to the district’s existing staffing shortage, it is recommended that the virtual program utilize teachers from contract services. This approach should also provide a more stable framework from which to launch a virtual school in the future. Additional staffing may be assigned by MPS to the virtual program, which may include the following positions:

- (1) APIC (Assistant Principal in Charge) – will provide general oversight of the program, define expectations and policies for students and families, and work with the contract services to make program adjustments.

- (1) Administrative Assistant – will provide overall programmatic support such as parent student/family assistance and contract services invoicing.
- (TBD) Special Education Teachers – will provide additional academic support and behavior support as indicated by the students' IEP.
- (4) School Counselors – will recommend and enroll students in online courses, address parent/student concerns, and serve as mentor/support throughout the year.

Technology Considerations

Students in the virtual program will be provided with Chromebooks, Google licensing, and hotspot capability. On-site staff will be equipped with the necessary desktop/laptop equipment. It is recommended that technology purchase an initial inventory of Chromebooks to meet the projected enrollment of 1000 virtual students.

Learning Management System & Content

A learning management system (LMS) is a web-based application that provides a central, integrated space for educational resources which includes content resources, assessment tools, grading tools, and administrative tools. They offer a portal in which students are able to access learning materials and see their assignments and grades, that make instructional tasks—such as tracking grades and attendance—easier for educators and administrators.

Over the past year, the district has learned many lessons about providing online instruction. One such lesson is the value in utilizing curricular content specifically designed for the virtual instructional platform. Utilizing an eLearning content provider will allow our virtual program staff the opportunity to focus on content mastery, individualized small group instruction and formative assessments to ensure the best outcomes for students.

In selecting an eLearning content provider, the following criteria was considered:

- Minimum of 50%-75% synchronous learning;
- Wide availability of electives;
- Common assessments with the ability to integrate with MPS instructional staffing standards,
- Language translation for bi-lingual students;
- Provider's willingness to collaborate and integrate district content, instructional expectations, and state standards.

Contract services is recommended to provide content provider(s) for the virtual program. It has additional features that can be expanded to address the needs of a completely virtual program. A dashboard which can be accessed by district level staff, the ability to support content with materials, and data analytics are just a few features that can be utilized.

Budget Estimate

Program Using Primarily Contract Services Teachers & Minimal MPS Staff			
Enrollment of 1,000 students			
Item	Cost	Qty	Total
Chromebooks w/hotspots, data, & Google licensing	\$420.00	1000	\$420,000.00
K-5 contract services Full-time student courses w/workbooks Includes 6 course pers semester per student	3000.00	350	1,050,000.00
6-12 contract services Reusable Seat Licenses Includes 6 course per semester per student	2500.00	650	1,625,000.00
Administrative/Teaching/Support Staff			400,000.00
Total Expected Program Costs			\$3,495,000.00