Title I-D eBrief

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

A Newsletter from the Wisconsin Department of Public Instruction (DPI)   August/September 2020

COVID-19 DPI Resources

DPI has compiled resources and guidance on COVID-19 at: https://dpi.wi.gov/sspw/2019-novel-coronavirus. DPI . As new information or directives come out, DPI is updating the website and guidance. If you have COVID-19 related questions you can email: COVID-19questions@dpi.wi.gov.

DPI has established Education Forward, a website focused on operating schools during a pandemic. This website includes a guidance document for reopening schools. The comprehensive document includes several topics and resources pertaining to school health services, transportation guidance, food service guidance, a reopening school building risk assessment tool, an infection control checklist for K-12 schools, and more. While all the topics and resources may not be as relevant to your educational setting, there are likely questions, resources, and guidance that may be helpful as you plan for opening your educational program in the near future.

Networking Calls

This fall we will continue to offer opportunities for educators at sites to join together to share resources, ask questions, and build our skills together. We look forward to including you in our calls. Please set aside the following dates and times: August 25th 2-3 pm, September 28th 1-2 pm, October 29th 2-3pm, and November 19th 1-2 pm. Details and links to participate will be coming in the weeks prior to the calls.

2020-21 Grant Activities

The 2020-21 Title I-D grant applications are open in WISEgrants for both Subparts. Please make sure your grant administrator has the data necessary to help complete the 2019-20 end of year data submission for your program. For more information visit the Title I-D website at dpi.wi.gov/neglected-delinquent.

Rethinking Instruction

Right now there is a unique opportunity to rethink how we want to engage in learning in our country. The change we are in the middle of has disrupted what we have relied on to serve our students. There is no denying that this is difficult. All of us are in different places: for some educators the in-person instruction never stopped, and others have had to jump into virtual learning head and heart first. But, as we prepare as a state and country to engage in our classrooms as a whole, we hope you take the time to care for yourselves and to take a moment to imagine what school could look like if we made sure all students would learn to their fullest potential.

Will – Believe all students will learn

While learning opportunities might not look like they did last year, the biggest emphasis should be on making the effort to ensure all students get the best education they have available. One example of this is the work happening at the Vel R. Phillips School in the Wauwatosa School District. At the beginning of the stay-at-home order, the school worked with the county to continue providing supports to students even when teachers couldn't get into the classroom. The school adapted, with teachers using Google classroom with some introductory activities to accompany learning packs. Over the summer, staff were able to provide 4 weeks of half day, in-person, and small group instruction in the students' living units. Teachers engaged in project-based learning, reading, gardening, building and construction, health and physiology, and social-emotional learning. These experiences provided opportunities for staff to try new ways at engaging their students. During the whole experience, Dean Heus and Bill Anderson, Vel R. Phillips Administrators, and staff worked to ensure all students had a chance to continue learning.

Questions to Consider

- *How can you reframe your program to ensure all students are engaged in learning?*

- *In what ways could you use current events to learn with or from your students?*

Fill – Understand we all have unique identities and world views.

Our students are going through significant global experiences as they return back to our learning environment (virtual, in-person, or a hybrid of both). Building an environment where you are listening, acknowledging, and building

an understanding of their experiences is a way to start a foundation of trust. Understanding that our students' experiences are different than ours and equally valid provides an opportunity for students to share and express their passions, interests, and success. As a starting point you can take a moment to read this New York Times article with youth on their first encounters with racism or use the article as a discussion topic in your class. The National Museum of African American History and Culture has a helpful guide in Talking about Race if you are looking for other ideas or resources on how to build a bridge to these conversations with your students, family, or friends.

- *How do your students wish learning could look after COVID-19? How does that differ from your wish? What is the same?*

Skill –Lead, model, and advocate for equity practices

Engage in conversations about current events. Dr. Gloria Ladson-Billings Webinar on Building Culturally Relevant Schools Post-Pandemic offers some thoughts and ideas on how we can take this time to move to a more equitable educational system. Much of the change can occur on a teacher level and this offers a chance for all of us to lead and advocate for equity practices for all our students. The most important thing is to take the first steps in talking to your students as Clint Smith shares in this TED talk.

Professional Learning Opportunities

Opportunity	Date	Location
Wisconsin RtI Center's Culturally Responsive Classroom Management Online Modules offers a "revised and updated series of modules to support teachers in improving and refining their classroom management skills."	Open	Online
Wisconsin DPI's Trauma Sensitive Schools Online Professional Development. Each module in this free, online, on-demand system includes modules, supplemental readings, and ready-made tools to use in classrooms.	Open	Online
The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC) Issue Brief. Mental Health and Juvenile Justice: A Review of Prevalence, Promising Practices, and Areas for Improvement	Open	Online

Title I-D eBrief is published by the Department of Public Instruction. Get a PDF version of this newsletter here.
To access additional resources on the TI-D website, click here. As always, please feel free to reach out to us regarding specific questions and/or assistance.

We want your feedback on these newsletters. Please take two minutes to fill out this form – it helps inform us on what you find helpful and what you need.

| Contacts: | Kristine Nadolski, School Administration Consultant (608) 267-7338 kristine.nadolski@dpi.wi.gov | Kyle Peaden, Education Consultant (608) 266-5404 kyle.peaden@dpi.wi.gov | Clara Pfeiffer, Grants Specialist (608) 261-6324 clara.pfeiffer@dpi.wi.gov |

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