



# WEEKLY UPDATE TO THE BOARD OF EDUCATION

May 13, 2021

## A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week, which marks the sixth week of our 4<sup>th</sup> Quarter, has certainly been eventful. Throughout this week, our district has continued strategically analyzing the distribution and utilization of policies, practices, and resources which will eliminate disparities and accelerate learning for all students.

In order to maximize the effectiveness of our resources and strategies, we continue to elevate the voices of our students, staff, families and community members. During Monday's Operations Work Group meeting, district staff and board members continued discussions related to the adoption of our 2021-2022 budget as well as our Big Ideas Campaign for ESSER II monies. Both these discussions examined ways to increase efficiency and innovation as we refine our thinking about accelerating students in a manner which enhances their social-emotional well-being. We realize these, and other, collaborative and strategic conversations can help to build our capacity to graduate all our students ready for college, careers, and the community. If we are going to truly put "our community in the schools and our schools in the community," we must continually resist the urge to operate in isolation.

Our strategic conversations with staff and community stakeholders are augmented by our intentional efforts to amplify the voices of our students. On Wednesday, I had the opportunity to meet with a student at Stephens Elementary who wrote to me, before we began phasing students back into in-person instruction, about the challenges virtual instruction was presenting to his ability to connect with classmates and benefit from dialogue with peers. This student's written and oral communication skills epitomize the infinite potential within our district students. As a district, we must understand and build on the practices which shape our successes as we continue our journey towards excellence. Taking the time to strategically reflect on the high-yielding relationships and practices which are occurring in our district can help us reignite the love of learning and gain momentum from the joy of accomplishment.

Thanks for your continued support and partnership. We look forward to providing you with more updates on our district's progress next week.

Sincerely,

*Carlton*

Carlton D. Jenkins, Ph.D.

## BOARD OF EDUCATION QUESTIONS

### ➤ **Budget Questions/Responses**

Here are the responses to questions received on the budget. As board members send in their questions on the budget, we will put all the responses in the *Weekly Update* so everyone has access to the questions and answers, and so we can more easily find them in the future should the same question arise again.

## OTHER INFORMATION

### ➤ **See attached new study out today regarding the benefits of Pre-k:**

Please see the attached article. I am sharing a quote:

*"These positive effects were similar across racial groups and income groups. They also spanned both sexes, with larger effects for boys than girls. The authors note that their findings are consistent with several other studies, which also found that early education had a bigger effect on long-term outcomes than short-term metrics."*

### ➤ **MMSD Integration Aid Membership Audit**

MMSD completed its Chapter 220 integration aid membership audit recently. This is a very minor audit that is required of us. There are no findings and no areas to be concerned about, we have had consistent clean opinions. A full report is attached along with an explanation of what the audit covers. Please let us know if you have any questions.

### ➤ **Board Member Amendment Process**

The 2021-22 draft Preliminary Budget proposal was published on April 26, 2021 and can be found electronically on the district's [budget website](#) where we also track community-based questions and answers.

If our budget strategy is on target with previous board discussions, requests for significant budget amendments should be reduced. We recommend following the same process for board member amendments that we followed in the past for refining the draft Preliminary Budget before voting to adopt a preliminary budget in June. Please mark your calendars for these following dates:

- Proposed amendments should be submitted during the window beginning May 1, 2021 and ending on May 27, 2021. This allows time for the Business Office to analyze the proposed amendment prior to the June OWG meeting.
- Budget amendments should be detailed and specific rather than broad and generalized. A board member should describe the proposed budget change, its relationship to the Strategic Framework, and specific costs and/or number of FTE expected. The Business Office will analyze and follow up with clarification questions as needed.
- Budget amendments should be submitted to Kelly Ruppel, Chief Financial Officer, with the board email alias (board@madison.k12.wi.us) cc'd on the

email. Please remember that email is not an open forum for a discussion on the amendment. The purpose of the copy is to ensure one-way communication only.

- There is no required form or official format for submitting a budget amendment. However, for your reference, we have [attached a template of the document that we will use to track amendments](#) and you are welcome to use this format if it is helpful. Our goal is to provide the information necessary for the board to cast a fully informed vote to adopt a Preliminary Budget at the Regular meeting in June.

### ➤ **Proposed Consent Agenda**

Attached is a list of all the proposed consent items for the May 24, 2021 Regular meeting. All the supporting documents have been uploaded into BoardDocs, which you can view at any time. There may be some changes to these documents before the final versions are released in the Regular meeting packet on **Thursday, May 20**.

***Please be sure to send any questions Richard in time for them to be answered either at your briefing or well before the Regular meeting. Thank you!***

### ➤ **This Week's Recorded Meetings**

Tuesday May 11 Metrics Meeting [Agenda](#) & [Recording](#)

Thursday May 13 Weekly School/Central Office Admin. Operational Meeting:  
[Agenda](#) & [Recording](#)

### ➤ **Weekly News Report**

Attached is the weekly News Report which includes a curated list of local news stories directly related to MMSD over the course of the previous week with links provided.

### ➤ **Community Events:**

**All dates for community announcements are posted on the [Board Community Activities Calendar](#)**

- YWCA Madison is hosting the 46th Annual **Women of Distinction Awards Celebration** on **Friday, May 21** beginning at 7 p.m. on Facebook Live. The awards are presented to women who represent a diversity of race, age occupation and endeavor. This is one of Dane County's most well-known Women's Empowerment events, taking place since 1974. More info. can be [found here](#).
- **Ride the Drive 2021**, hosted by Madison Parks, will take place on **Sunday, June 6**, from 9 a.m.-1 p.m. This event promotes a healthy and active lifestyle. The routes are still being finalized and more info. can be [found here](#).
- The Native Governance Center is hosting **Language Matters: How to Talk about Native Nations** on **Wednesday, May 12**, from 3:30-4:30 p.m. This

event will focus on terminology and take a deep look into the wide range of opinions on native language. This event is free and will take place on Zoom. More info. can be [found here](#).

- The American Foundation for Suicide Prevention - Wisconsin Chapter, is hosting the **Central Wisconsin Volunteer Meet & Greet on Thursday, May 27**, at 5 p.m. This is an opportunity for chapter leaders and board members to meet and socialize with volunteers for the **2021 Central Wisconsin Out of the Darkness Walk** that takes place on **Saturday, September 18**, from 10:30-noon. More information on the meet and greet can be [found here](#), and information on the walk can be [found here](#).
- The Monona Terrace Community and Convention Center and GSAFE are hosting the 25th annual **Celebration of Leadership 2021** on **Saturday, June 26**, from 2-8 p.m. in person on the rooftop of the terrace. This event will honor six high school seniors and one Educator of the Year for their LGBTQ+ activism across Wisconsin. More info. can be [found here](#).
- Rock Paper Scissors, etc. is hosting the 42nd Annual **Madison Art Fair Off the Square** on **July 10 and July 11** from 9 a.m.-5 p.m. both days. There will be dozens of vendors selling unique items and wearables. This event is free, and more information can be [found here](#).

## OUR UPCOMING BOARD CALENDAR

➤	Week of May 17	Board member briefings
➤	Mon., May 17, 5 p.m.	Special meeting in open session WORKSHOP Virtual
➤	Tues., May 18, 2:30 p.m.	Student Senate Virtual
➤	May 18-20	Student Senate Election
➤	Fri., May 21, 11 a.m.	Board Retreat Virtual and in person at Holtzman Building
➤	Sat., May 22, 9 a.m.	Board Retreat Virtual and in person at Holtzman Building
➤	Mon., May 24, 9 a.m.	Board Officers Virtual
➤	Mon., May 24, 6 p.m.	Regular BOE Meeting Virtual and in person at Doyle 103



Mon., May 31

Memorial Holiday

## ITEMS ATTACHED FOR INFORMATION

1. Response to budget questions
2. *New York Times* article re: pre-kindergarten learning
3. Memo re: Integration Aid Agreed-Upon Procedures and WIPFLI Independent Accountant's Report
4. Proposed consent agenda for May 2021
5. Weekly News Report

## Response to Cris Carusi questions relative to the Budget dated May 10, 2021

1. **Question:** First, I am hopeful we can get an explanation of why staff contracts this year did not include the step and lane increases built into the budget and included in the employee handbook. This is causing an enormous amount of confusion and, in my opinion, does not reflect the fact that the employee handbook is a policy document.
  - a. **Answer: Please see write up sent on May 10th.**
2. **Question Fund 50:** What were the assumptions used to build the budget for food service revenues (p. 135)? Revenues for pupil and staff sales are anticipated to be higher than past years of in-person instruction, despite enrollment losses and staffing reductions. The budget also includes significant increases in catering revenue and federal/state reimbursement. I know we raised paid meal prices last year, but with continued universal community eligibility, will that increase our revenues from pupil sales?
  - a. **Answer: The Fund 50 budget presented in the April budget book was created based on an assumption of a full return to in person instruction based on our projected enrollment, and with consideration of the extension of the federal reimbursement program for all kids for the school year (“universal eligibility). With universal eligibility being extended into 2021-22 and an increase in the per meal reimbursement rate expected, this is the most up to date projection. The estimates presented are an initial reset of the Fund 50 budget given this scenario. The revenues presented for pupil and adult sales are higher as a revenue goal to be met. Given these amounts, the variance of these revenue estimates is less than 5% above it's lowest point. This will be reviewed leading all the way into fall approval in October of 2021, additional updates should be expected between now and the October 2021 budget approval as more information from the federal government and our own enrollment solidify.**
2. **Question - Fund balance:** I'm not seeing assigned fund balance for 21-22 on page 147, but the note about this says that projects being paid through assigned fund balance will be completed in 21-22. How much of the assigned fund balance are we rolling into the coming school year? At this time, do you project that fund balance will fall within the 10-15% range specified in board policy 6071 on fund balance? Given the understandable under-spending in some areas of this year's budget, it would be helpful to know if we may fall above the 15% maximum of general fund expenditures.
  - a. **Answer: At this time, we project assigned fund balance for the amount we are planning to reserve at year end, regardless of existing assigned fund balance rollover. The \$7.5 million stated on page 147 is the estimated fund balance assigned to be carried over. Some of the amounts on page 147 are estimated, as we are not yet at year end. For example, the school formula carryover figure cannot be finalized until the completion of the district audit in August. These final amounts will be reflected for the October vote on the 2021-22 budget. We cannot clearly state where the June 30th year end fund balance will be until the end of July after all entries are**

## Response to Cris Carusi questions relative to the Budget dated May 10, 2021

made. This is a very busy period of time in the district where the final expenditures are being made, POs cleared, etc. It is possible that we will be just about the 15% but it is also possible that we will be just short of that percentage.

3. **Question FTE reductions at La Follette and Memorial:** I am concerned that La Follette and Memorial are each losing two FTE despite very small projected enrollment losses at each school (11 students at La Follette and 6 at Memorial). I know the FTE losses at La Follette are temporary FTE granted to them a few years ago, but I question if this is the year to take those FTE away. As for Memorial, my understanding is that they are losing FTE because of significant enrollment declines at Jefferson (and perhaps Toki?). However, the chart on page 111 shows Memorial is predicted to have its largest freshman class in 4 years. I don't know how the FTE cuts are impacting course offerings at La Follette, but I know Memorial may be offering fewer science electives and AP classes as a result of having two fewer staff.
  - a. **Answer: First, it's important to understand that the class size allocation is not done on a change in a school from year to year. It's redone every year based on total enrollment. Therefore, please remember that we did not reduce allocation in 20-21 when we saw our 3.8% decrease in students, so for this calculation it is not correct to look at 20-21 to 21-22 allocation. Allocation formula would take into account all reductions from 19-20 to 20-21, 20-21 to 21-22, and it would also take into account reduction of students who are in other programs as their allocation would follow the students to the programs they are in.**
  - b. **Answer La Follette: La F was fully staffed for 1,582 students going into 20-21 (projections prior to COVID); 1,560 students enrolled in 20-2, we did not reduce staff in the fall. For 21-22 enrollment is projected at 1,549. This is a 33 student drop in our formula which then generated 1.0 FTE reduction from the formula alone. As mentioned above, the other 1.0 reduction was due to an agreed up one time staff increase for La Follette of 1.6 FTE in order to aid them to transition off of their previous block schedule and support students during a principal transition. At this time, we only pulled 1.0. We left .6 FTE in as a transition period for now.**
  - c. **Answer Memorial: Memorial was fully staffed for 2,081 students in 20-21 (projections prior to COVID); 2,031 students actually enrolled in 20-21, we did not reduce staff in the fall. Then 2,026 students are projected for 21-22. This is a change of 55 students in the formula which generates a reduction of 2.0 FTE. This is entirely a loss of enrollment calculation. While the Memorial freshman class is larger, they are projected to have the lowest Sophomore and Junior classes in any time in their recent history.**
4. **Question Curriculum:** Where are we at with our curriculum audit? What is the district's approach to the types of curricular media we are purchasing (are we increasing or decreasing purchases of textbooks, library books, online, workbooks, etc...)? What is the Common School Fund impacting our budget for library books?

## Response to Cris Carusi questions relative to the Budget dated May 10, 2021

Answer: We have developed a scope and sequence of curricular materials adoption based on needs. We anticipate that we will begin an elementary literacy core materials adoption during the Summer/Fall of 2022, with potential adoption in Spring of 2023. We continue to order board approved resources based on the consumable needs (e.g. workbooks) in elementary science and mathematics. We also continue to fund replacement or newer copyright materials as needed. Because we are still in a pandemic, we continue to listen to our medical experts about reopening in the Fall. We are maintaining on-line licenses in case we need to close again due to occurrences of COVID. As schools demonstrate proficiency in foundational skills and when an elementary literacy adoption occurs, we will likely phase out some online literacy resources across levels based on student data.

The Madison Metropolitan School District (MMSD) Library Program provides inspiring, accessible, and transformative teaching and learning experiences that empower all students and communities to be future-ready, using diverse literature and innovative resources. In order to achieve this mission, we use our common school funds to create spaces where students are allowed to see themselves and opportunities within and outside of their community. Common School Funds (CSFs) have and will continue to be used to create rich diverse text in all of our library spaces. Over the past two years, we have worked with OMGE to increase the number of Spanish and Hmong texts within our libraries. We have worked with Advanced Learning to create a curated list of books to support their efforts as well. In addition, in an effort to align our work with the strategic plan, we have introduced STEAM into our elementary and some secondary LMCs. CSF is having a positive impact on our libraries because we are able to provide the needed support to our school communities.



May 10, 2021

By [David Leonhardt](#)

## **Good morning. Biden wants universal pre-K. A large new study examines its likely effects.**

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A pre-K classroom in Boston’s Brighton neighborhood in 2017. Craig F. Walker/The Boston Globe, via Getty Images

### **Life outcomes, not test scores**

In the late 1990s, Boston expanded its public pre-K program, but it did not have nearly enough spots for every 4-year-old in the city. So it used a lottery to help determine which children could enroll.

That lottery created an opportunity for academic researchers. It meant that thousands of otherwise similar children would have different life experiences based on random chance. And [random chance](#) is a powerful way for social scientists to study cause and effect. It may be the closest thing to a laboratory experiment in the real world.

Pre-K was a particularly good subject to study, because there has been a long-running debate about how much it matters. In the 1960s and ’70s, studies of two small preschool programs — known as the [Perry](#) and [Abecedarian](#) programs — showed major benefits for the children who attended them. But some experts pointed out the two programs were of a higher quality than most pre-K programs. For that reason, a community that enacted universal pre-K could not expect to replicate the benefits of Perry and Abecedarian.

The evidence about larger pre-K programs — like the federal Head Start program — was [more mixed](#). Graduates of Head Start seemed to do better on math and reading tests during the early years of elementary school. As they got older,

## ***The New York Times* article re: “The power of pre-K”**

though, the positive effects often [faded](#), leaving the value of universal pre-K unclear.

This debate now has a new urgency. President Biden is [calling for](#) the federal government to subsidize state pre-K programs. About two-thirds of 4-year-olds and half of 3-year-olds now attend such programs. Biden wants to make them universally available, at an additional cost of about \$20 billion a year (or less than 1/30th of what the federal government spends on Medicare). He would pay for it by raising taxes on the wealthy.

In today’s newsletter, I want to tell you about the results from the Boston pre-K study. They are [being released this morning](#) by three economists, from the University of Chicago, the Massachusetts Institute of Technology and the University of California, Berkeley.

A Head Start classroom in 1969. Ted Streshinsky/Corbis, via Getty Images

## **Social and emotional skills**

Let’s start with the negative results: The Boston students who won the lottery did not do noticeably better on standardized tests in elementary school, middle school or high school, according to the three researchers, Guthrie Gray-Lobe, Parag Pathak and Christopher Walters. These findings are consistent with the [mixed evidence](#) on Head Start.

But test scores are mostly a means, not an end. More important than the scores are concrete measures of a student’s well-being. And by those measures, the students who won the lottery fared substantially better than those who lost it.

The winners were less likely to be suspended in high school and less likely to be sentenced to juvenile incarceration. Nearly 70 percent of lottery winners graduated from high school, compared with 64 percent of lottery losers, which is a substantial difference for two otherwise similar groups. The winners were also more likely to take the S.A.T., to enroll in college and — though the evidence is incomplete, because of the students’ age — to graduate from college.

## ***The New York Times* article re: “The power of pre-K”**

These positive effects were similar across racial groups and income groups. They also spanned both sexes, with larger effects for boys than girls. The authors note that their findings are consistent with several other studies, which [also found](#) that early education had a bigger effect on long-term outcomes than short-term metrics.

How could pre-K have these positive effects without lifting test scores? It seems to improve children’s social and emotional skills and help them mature more than it helps in a narrow academic sense, the researchers told me.

The findings are a reminder of how complex a process schooling is. We can’t simply give up on test scores. Measurement and accountability are vital parts of education, just as they are with most human endeavors. Without them, society ends up tolerating a lot of mediocrity and failure. But measurement often needs to be nuanced to be accurate.

“An important implication of our study,” Walters, a Berkeley economist, said, “is that modern large-scale public preschool programs can improve educational attainment.”

**For more:** [How child care became a top issue in Biden’s Washington](#), by The Times’s Emily Peck; and [why Republicans are abandoning their past support for universal child care](#), by Elliot Haspel, in The Washington Post.

**Memorandum:**

To: Board of Education  
From: Natalie Rew, MMSD Comptroller  
Re: Integration Aid Agreed Upon Procedures  
Date: May 7, 2021

Integration Aid is provided for pupils that transfer between attendance areas having certain concentrations of minority or non-minority pupil populations. Specifically, for each minority group pupil transferring from an attendance area where minority group pupils comprise 30 percent or more of the population to an attendance area which has less than a 30 percent minority pupil population, and a non-minority group pupil transferring from a non-minority attendance area (less than 30 percent minority) to a minority attendance area (30 percent or more minority).

Interdistrict Aid is paid for pupils transferring between districts and Intradistrict Aid is paid for pupils transferring within school district attendance areas. Madison Metropolitan School District in the Intradistrict Integration Aid program which allows a student from to transfer from one school to another school in the same district.

All district participating in the integration aid program must have an integration program membership audit of the participating pupil count in the form of agreed upon procedures prescribed by the Department of Public Instruction. Those agreed upon procedures have been completed by our auditors, WIPFLI, LLP. The results of those procedures are attached.

Beginning with 2015 Wisconsin Act 55 (2015-17 Biennial Budget), only those students that participated in the program in 2014-15, those students already accepted for the 2015-16 school year and those students already attending in a K-8/UHS system in the 220 program are allowed to participate in 2015-16. No new students can enter the program. 2015 Wisconsin Act 55 created a hold harmless provision that ensures a district will receive a percentage of their 2014-15 aid entitlement (Inter and Intra Aid) while the program is being phased out. In the 2015-16 fiscal year, districts will be guaranteed 87.5 percent of their 2014-15 entitlement. The hold harmless percentage guarantee is reduced by 12.5 percent each subsequent year until it reaches zero percent in 2022-23.

Due to 2015 Wisconsin Act 55, Madison Metropolitan School District's reported eligible participation has been as follows since fiscal year 2015-2016:

<u>Year</u>	Per Independent Accounts Report
2015-2016	671
2016-2017	492
2017-2018	363
2018-2019	239
2019-2020	141
2020-2021	97
2021-2022	51 High Estimate
2022-2023	0 Per 2015 Wisconsin Act 55

**Independent Accountant’s Report  
On Applying Agreed-Upon Procedures**

**Madison Metropolitan School District**  
2020-2021 Integration Transfer Program Membership Counts

School Board  
Madison Metropolitan School District

We have performed the procedures enumerated below for the Madison Metropolitan School District (“District”) which were provided by the Wisconsin Department of Public Instruction (DPI) and agreed upon by management of the District solely to assist in determining compliance of integration program membership counts as reported on the September 18, 2020 and January 8, 2021 Membership Pupil Count Reports. District management is responsible for pupil enrollment requirements. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of those parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following table summarizes the procedures that have been completed:

Section	Procedure	Finding
1	Obtain the written annual agreements between the school district of residence and the school district of attendance.	N/A. Participate in Intra-district transfer program
2-3	Obtain the final ITP count per the PI-1563 and the list of students included in this count per the Chapter 220 reporting tool. The ITP count can be found on the School Financial Services website at <a href="https://dpi.wi.gov/sfs/aid/general/integration-220/overview">https://dpi.wi.gov/sfs/aid/general/integration-220/overview</a> . Obtain a list of the students counted in the fiscal year ITP count.	Completed.
4	Obtain listing of district schools with ITP students and personnel responsible for the count. The school district must provide a list of all eligible ITP intra-district transfer students by school building and grade level to the auditor. The list of eligible inter-district students should be obtained by district staff from the Chapter 220 reporting tool.	Completed.
5	Obtain and document district procedures used to compile counts including how inter-district and intra-district students are identified.	Completed.

Section	Procedure	Finding
6	Compare the ITP counts on the sending district's reports with the counts on the receiving district's records. Trace the count totals per the sending district to the receiving district's count.	N/A. Participate in Intra-district transfer program
7	Obtain the district's full-time policy.	Completed.
8	Obtain the intra-district and inter-district transfer program counts. The count can be found on the school financial services portal at <a href="https://dpi.wi.gov/sfs/reporting/safr/overview">https://dpi.wi.gov/sfs/reporting/safr/overview</a> . <b>Error! Hyperlink reference not valid.</b>	Completed.
9	Compare the student counts obtained from the district (Chapter 220 reporting tool) to the PI-1563 for both the Intra-district program and the Inter-district program. Compare the student counts obtained from the district to the count on the School Financial Services website PI-1563 for the Inter-district program.	No exceptions were found.
10-13	<p>Select a sample of attendance centers for inspection in accordance with the following parameters. :</p> <p>High school sites:</p> <ul style="list-style-type: none"> <li>- All high school sites at suburban districts must be selected.</li> <li>- 50% of Milwaukee high school sites must be selected.</li> <li>- Additional Milwaukee high school sites must be selected if the total identified exceptions at Milwaukee high school sites exceeds 1% for either count date.</li> <li>- Additional sites are to be selected and both count dates examined until the error rate is less than 1% or all sites are examined.</li> <li>- 100% of the population is required to be inspected for each site selected for each count date.</li> </ul> <p>Elementary and middle school sites:</p> <ul style="list-style-type: none"> <li>- 50% of the elementary and middle school ITP population is required to be selected for document inspection.</li> <li>- Sites should be selected until 50% of the elementary and middle school ITP student population is included in the sample. A method of selection should be used so that all sites have a chance to be selected.</li> <li>- Select additional elementary and middle school sites to inspect documentation if the total identified exceptions at elementary and middle school sites exceeds 1% for either count date.</li> <li>- Additional sites are to be selected and both count dates examined until the identified exceptions are less than 1% or all sites are examined.</li> <li>- Please note that 100% of the population is required to be selected for document inspection for each site selected for each count date.</li> </ul> <p>Summarize the findings for each attendance center on attachment 4.</p> <p>Any variances or exceptions in the sample should be reported as findings</p>	N/A. Participate in Intra-district transfer program

	in the schedule of findings.	
14-16	<p>Select a sample of attendance centers for inspection in accordance with the following parameters.</p> <p>High school sites:</p> <ul style="list-style-type: none"> <li>- A minimum of three participating high schools are required to be selected for inspection of documents.</li> <li>- Select additional high school sites to inspect documentation if the total identified exceptions at the high school sites tested exceeds 1% for either count date. Please note that additional sites are to be selected and examined until the identified exceptions is less than 1% or all sites are examined.</li> <li>- Please note that 100% of the population is to be tested for each site selected.</li> </ul> <p>Elementary and middle school sites:</p> <ul style="list-style-type: none"> <li>- A minimum of four participating middle schools are required to be selected for inspection of documents.</li> <li>- A minimum of three participating elementary schools are required to be selected for inspection of documents.</li> <li>- Select additional elementary and middle school sites to inspect documentation if the total identified exceptions at the elementary and middle school sites selected exceeds 1% for either count date. Please note that additional sites are to be selected and examined until the identified exceptions are less than 1% or all sites are examined.</li> <li>- Please note that 100% of the population is to be selected for each site selected.</li> </ul> <p>Summarize the attendance center testing and review on attachment 3.</p> <p>Any variances or exceptions in the sample should be reported as findings in the schedule of findings.</p> <p>Identify each student selected that did not meet the count criteria as follows: 1) In attendance for instruction on the count date OR any day before and any day after while remaining in the integration program, 2)- Non-resident of school district, 3)-Meets age requirements and 4)-Full time per district policy. 5)-Did not attend in 2015-16. Report these students as exceptions in Attachment 5 and Attachment 6.</p>	No exceptions were found.
17	Adjustments to reported district counts are to be made online. The district enters count differences by adjusting data originally entered in the report. A summary of the differences between reported amounts and the independent accountant should be reviewed once the district has made all adjustments to the report. The summary should be printed and included in the workpapers.	Completed.

We were not engaged to and did not conduct an examination, the objective of which would be the expression of an opinion on the accompanying Enrollment Report. Accordingly, we do not express such an opinion. Had we performed additional procedures other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the DPI and management of the District and is not intended to be and should not be used by anyone other than these specified parties. However, the Independent Attestation Report and the accompanying schedules are a matter of public record upon acceptance by the DPI. The DPI considers pupil names to be confidential under federal law, 20 USC 1232g (Family Education Rights and Privacy Act, FERPA) and its implementing regulations, 34 CFR 99.31 (a)(9). Any information with individual pupil names should not be released to the public. If you have questions, you may wish to consult with legal counsel.

A handwritten signature in black ink that reads "Wipfli LLP". The signature is written in a cursive, flowing style.

Wipfli, LLP  
Madison, Wisconsin

April 23, 2021



**Schedule of Integration Transfer Program Student Membership Counts**

**September 18, 2020 Pupil Count**

**Resident Pupils**

*(Note: Used only for Milwaukee, Racine, Madison, and Wausau)*

<u>Intra-District Transfers:</u>	<u>Per Reported</u>	<u>Per Independent Accountant</u>	<u>Difference</u>
Pre-School Special Ed Program	_____	_____	_____
4 Yr. Old 437 Hr Program	_____	_____	_____
4 Yr. Old 524.5 Hr Program	_____	_____	_____
5 Yr. Old 1/2 Day Program	_____	_____	_____
5 Yr. Old 3 Day Full Days Program	_____	_____	_____
5 Yr. Old 4 Day Full Days Program	_____	_____	_____
5 Yr. Old 5 Day Full Days Program	_____	_____	_____
Grades 1-12	97	97	0
Total Pupil Count	97	97	0

**Non-Resident Pupils**

*(Note: Used by all districts except Racine, Madison, and Wausau)*

<u>Inter-District Transfers:</u>	<u>Per Reported</u>	<u>Per Independent Accountant</u>	<u>Difference</u>
4 Yr. Old 437 Hr Program	_____	_____	_____
4 Yr. Old 524.5 Hr Program	_____	_____	_____
5 Yr. Old 1/2 Day Program	_____	_____	_____
5 Yr. Old 3 Day Full Days Program	_____	_____	_____
5 Yr. Old 4 Day Full Days Program	_____	_____	_____
5 Yr. Old 5 Day Full Days Program	_____	_____	_____
Grades 1-12	_____	_____	_____
Total Pupil Count	_____	_____	_____

**Schedule of Integration Transfer Program Student Membership Counts**

**January 8, 2021 Pupil Count**

Resident Pupils

*(Note: Used only for Milwaukee, Racine, Madison, and Wausau)*

<u>Intra-District Transfers:</u>	<u>Per Reported</u>	<u>Per Independent Accountant</u>	<u>Difference</u>
Pre-School Special Ed Program	_____	_____	_____
4 Yr. Old 437 Hr Program	_____	_____	_____
4 Yr. Old 524.5 Hr Program	_____	_____	_____
5 Yr. Old 1/2 Day Program	_____	_____	_____
5 Yr. Old 3 Day Full Days Program	_____	_____	_____
5 Yr. Old 4 Day Full Days Program	_____	_____	_____
5 Yr. Old 5 Day Full Days Program	_____	_____	_____
Grades 1-12	<u>96</u>	<u>96</u>	<u>0</u>
Total Pupil Count	<u>96</u>	<u>96</u>	<u>0</u>

***Non-Resident Pupils***

*(Note: Used by all districts except Racine, Madison, and Wausau)*

<u>Inter-District Transfers:</u>	<u>Per Reported</u>	<u>Per Independent Accountant</u>	<u>Difference</u>
4 Yr. Old 437 Hr Program	_____	_____	_____
4 Yr. Old 524.5 Hr Program	_____	_____	_____
5 Yr. Old 1/2 Day Program	_____	_____	_____
5 Yr. Old 3 Day Full Days Program	_____	_____	_____
5 Yr. Old 4 Day Full Days Program	_____	_____	_____
5 Yr. Old 5 Day Full Days Program	_____	_____	_____
Grades 1-12	_____	_____	_____
Total Pupil Count	_____	_____	_____

**Schedule of Integration Transfer Program Student Membership Counts****Intra-District Attendance Center Review**September 18, 2020 Pupil Count

<u>Attendance Center Reviewed</u>	<u>Reported Attendance</u>	<u>Records Tested</u>	<u>Number of Exceptions</u>
Franklin Elementary School	29	29	0
Randall Elementary School	4	4	0
Lincoln Elementary School	56	56	0
Midvale Elementary School	8	8	0

January 8, 2021 Pupil Count

<u>Attendance Center Reviewed</u>	<u>Reported Attendance</u>	<u>Records Tested</u>	<u>Number of Exceptions</u>
Franklin Elementary School	29	29	0
Randall Elementary School	4	4	0
Lincoln Elementary School	55	55	0
Midvale Elementary School	8	8	0

**Schedule of Integration Transfer Program Student Membership Counts**

**Inter-District Attendance Center Review**

September 18, 2020 Pupil Count

<u>Attendance Center Reviewed</u>	<u>Reported Attendance</u>	<u>Records Tested</u>	<u>Number of Exceptions</u>
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Madison Metropolitan School District does not participate in inter-district Chapter 220.

January 8, 2021 Pupil Count

<u>Attendance Center Reviewed</u>	<u>Reported Attendance</u>	<u>Records Tested</u>	<u>Number of Exceptions</u>
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Madison Metropolitan School District does not participate in inter-district Chapter 220.

**Schedule of Findings**  
**September (Date) Pupil Count**

A full verification was made at each selected attendance center of all pupils claimed for ITP memberships as to ITP eligibility and meeting attendance requirements for membership. Exceptions identified for the September count are as follows:

**Resident Intra-District Transfers**

<b><u>Table</u></b>	<b><u>Attendance Center</u></b>	<b><u>Grade</u></b>	<b><u>Pupil's Name &amp; I.D.</u></b>	<b><u>Reason</u></b>
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None.

**Non-Resident Inter-District Transfers**

<b><u>Table</u></b>	<b><u>Attendance Center</u></b>	<b><u>Grade</u></b>	<b><u>Pupil's Name &amp; I.D.</u></b>	<b><u>Reason</u></b>
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Madison Metropolitan School District does not participate in inter-district Chapter 220.

**Schedule of Findings**  
**January (Date) Pupil Count**

A full verification was made at each selected attendance center of all pupils claimed for ITP memberships as to ITP eligibility and meeting attendance requirements for membership. Exceptions identified for the January count are as follows:

**Resident Intra-District Transfers**

<u>Attendance</u> <u>Table</u>	<u>Center</u>	<u>Grade</u>	<u>Pupil's Name &amp; I.D.</u>	<u>Reason</u>
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None.

**Non-Resident Inter-District Transfers**

<u>Attendance</u> <u>Table</u>	<u>Center</u>	<u>Grade</u>	<u>Pupil's Name &amp; I.D.</u>	<u>Reason</u>
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Madison Metropolitan School District does not participate in inter-district Chapter 220.

## Proposed Consent Agenda Items – Regular BOE Meeting May 24, 2021

### 10. Consent Agenda

10.1 Main Motion

10.2 Requests for Shortened Day Agreements

10.3 Interim Bills

10.4 Referendum Construction Bills

10.5 PLACEHOLDER: West HS Facility Fundraising Design Fees

10.6 AVID Contract for Services

In Workflow

Step: 4 of 6

Submitted by: Tim K Hernandez

Waiting for: Natalie P Rew

10.7 Funding Summer Reading for Title 1 Elementary Schools that is Culturally Responsive

In Workflow

Step: 5 of 6

Submitted by: Janet M Brown

Waiting for: Kaylee N Jackson

10.8 Renew SeeSaw for Education

In Workflow

Step: 5 of 6

Submitted by: Amanda J Klinkner

Waiting for: Kaylee N Jackson

10.9 ANET Renewal FY22

10.10 Renewal and update of the Data Sharing Agreement with Madison-Area Out-of-School Time (MOST) Providers

In Workflow

Step: 5 of 5

Submitted by: Briony MacPhee-Lyon

Waiting for: Barbara Osborn

10.11 Purchase Chromebooks for 1:1 Student Computing

In Workflow

Step: 6 of 7

Submitted by: Staci A Jansen

Waiting for: Chad Wiese

10.12 Request BOE Approval to Purchase Chromebooks for 1:1 Student Computing

In Workflow

Step: 6 of 7

Submitted by: Staci A Jansen

Waiting for: Chad Wiese

10.13 Request BOE Approval of Accidental Damage, Loss and Warranty Coverage on New Dell Chromebooks for Student Take Home Use

In Workflow

Step: 4 of 7

Submitted by: Staci A Jansen

Waiting for: Natalie P Rew

10.14 Request BOE Approval of Purchase of End-of-Lease HP G4 Staff Laptops

In Workflow

Step: 6 of 7

Submitted by: Staci A Jansen

Waiting for: Chad Wiese

10.15 Request BOE Approval of Purchase of End-of-Lease HP x360 Chromebooks

In Workflow

Step: 6 of 7

Submitted by: Staci A Jansen

Waiting for: Chad Wiese

10.16 Request BOE Approval to Purchase High Availability Palo Alto Firewall, Maintenance, Support Services and Software Licensing

In Workflow

Step: 6 of 7

Submitted by: Staci A Jansen

Waiting for: Chad Wiese

## Proposed Consent Agenda Items – Regular BOE Meeting May 24, 2021

10.17 Request BOE Approval to Purchase High Availability Palo Alto Firewall, Maintenance, Support Services and Software Licensing

In Workflow

Step: 6 of 7

Submitted by: Staci A Jansen

Waiting for: Chad Wiese

10.18 Request BOE Approval of Fiber Builds to Connect Chavez and Olson Elementary Schools to Metropolitan Unified Fiber Network (MUFN)

In Workflow

Step: 6 of 7

Submitted by: Staci A Jansen

Waiting for: Chad Wiese

10.19 M3 Consulting Services Contract Renewal - Insurance

In Workflow

Step: 6 of 6

Submitted by: Rachelle Hady

Waiting for: Barbara Osborn

10.20 M3 Consulting Services Contract Renewal - Property/Casualty

In Workflow

Step: 6 of 6

Submitted by: Rachelle Hady

Waiting for: Barbara Osborn

10.21 Food & Nutrition Equipment Upgrades and Replacement

In Workflow

Step: 2 of 6

Submitted by: Steve Youngbauer

Waiting for: Mankah Z Mitchell

10.22 2021 Security Access Hardware Stock Supply

In Workflow

Step: 5 of 6

Submitted by: Brandon L Halverson

Waiting for: Chad Wiese

10.23 Lowell Elementary School Restroom Remodel

In Workflow

Step: 5 of 6

Submitted by: Brandon L Halverson

Waiting for: Chad Wiese

10.24 Kennedy Elementary School Boiler Replacement- 2021

In Workflow

Step: 5 of 6

Submitted by: Brandon L Halverson

Waiting for: Chad Wiese

10.25 2021 Elvehjem Playground and Receiving Area Repaving

In Workflow

Step: 2 of 6

Submitted by: Brandon L Halverson

Waiting for: Mankah Z Mitchell

10.26 2021 MMSD Building Services- East Lot Repaving

In Workflow

Step: 5 of 6

Submitted by: Brandon L Halverson

Waiting for: Chad Wiese

10.27 2021 Jefferson Middle School Parking Lot and North Basketball Court Repaving

In Workflow

Step: 2 of 6

Submitted by: Brandon L Halverson

Waiting for: Mankah Z Mitchell

10.28 2021 Huegel Elementary Lighting Replacement to LED

In Workflow

Step: 5 of 6

Submitted by: Brandon L Halverson

Waiting for: Chad Wiese

10.29 2021 Falk Elementary Lighting Replacement to LED



## Proposed Consent Agenda Items – Regular BOE Meeting May 24, 2021

### In Workflow

Step: 5 of 6

Submitted by: Brandon L Halverson

Waiting for: Chad Wiese

10.30 Emerson Elementary School Playground & Path Project

10.31 Donation from American Family Mutual Insurance Company

10.32 Grant of \$100,000 from Wisconsin Public Service Commission, pursuant to Board Policy #6177

10.33 Dane County Dept. of Human Services Grant

10.34 Grants and Donations under \$10,000.00

10.35 Human Resources Transactions Report



# WEEKLY NEWS REPORT

Edition: 5.13.21

DATE	NEWS ORG	HEADLINE/LINK
5/6/21	WKOW 27 News	<a href="#">MMSD Students participate in virtual sing alone for mothers day hosted by the Overture Center</a>
5/7/21	WKOW 27 News	<a href="#">Memorial renaming: The issue goes deeper than just the name on the wall</a>
5/7/21	NBC 15 News	<a href="#">2021 Crystal Apple Honorable Mentions</a>
5/9/21	WI State Journal	<a href="#">MTI files grievance as change in contract renewal process irks some MMSD teachers</a>
5/10 /21	Cap Times	<a href="#">Madison schools loosen grading standards, buck trend of more F's during pandemic</a>
5/10/21	WI State Journal	<a href="#">Despite pandemic, high school musicals go on with the show</a>
5/11 /21	Cap Times	<a href="#">MMSD trims 337 'Big Idea' submission to 20 semifinalists</a>
5/11/21	WISC News 3	<a href="#">My revenge has come': Madison police, school district officials investigating threat aimed at West High School</a>
5/11/21	Cap Times	<a href="#">Madison teachers protest next year's contracts not reflecting anticipated raises</a>
5/13/21	Cap Times	<a href="#">Balancing act: Fundraising for renovations to Madison high schools prompts questions of fairness</a>