



# WEEKLY UPDATE TO THE BOARD OF EDUCATION

March 11, 2021

## A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week, which marks the beginning of our phased reopening plan, has certainly been eventful. On Tuesday, our district was energized by the excitement over our kindergarten students having the opportunity to enter our buildings for in-person instruction for the first time. Additionally, our staff members have been given a measure of hope due to being offered multiple opportunities for receiving COVID-19 vaccinations. The excitement and hopefulness in MMSD will serve to energize our district's efforts to implement our phased reopening plan for all grades, address educational disparities, and create learning environments where all students, staff and families can thrive.

During Monday's Operations Work Group meeting, board members had the opportunity to consider how some of our district policies and practices align with our Strategic Framework goals and Core Values. The vigorous dialogue board members engaged in with district leadership around 2021-2022 budget development and proposed enhancements to employee handbook language reflected our efforts to "confront the brutal facts" as recommended by Collins in Chapter 4 of Good to Great. The passion displayed in these conversations illustrates our desire to become more strategic and intentional in the pursuit of our aspirations of equity and excellence.

During this week, we have continued our efforts to create a climate where understanding is enhanced by the rigorous debate of ideas. These efforts were exemplified by conversations during Tuesday's Reopening Advisory Committee where staff and our health experts critically examined the impact of changing regulations and emerging science on our phased reopening planning. Each conversation helps us to refine our instructional and operational practices as we work to ensure a safe return to in-person instructional and co-curricular options. We look forward to sharing many of the insights gained during tonight's Facebook Livestream community conversation.

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



### School Visits

Attached please find some guidelines that staff has prepared to help you as you begin to go back into schools: *Limiting Close Contacts and Small Group Guidance*.

## OTHER INFORMATION



### March 22 Early Budget Ask Votes

Early voting on the budget is a process the Board goes through in March (sometimes it has happened as late as April) to approve budget items ahead of the June budget meeting. This allows for early planning and ensures that programs happening over the summer or positions that need to start in July have ample time for planning. As requested in the March OWG meeting, below is the list of early budget items to be voted on in the March 22 Regular meeting along with their associated funding sources. Please send any questions to Dr. McGregory.

March Early Request: Name of Project	Referendum Provided General Fund 21-22	Other Repurposed Funding	Other Repurposed Funding Source
<b>Strategic Framework Priority Area</b>			
<b>#3 We will streamline priorities</b>			
Early Literacy Full Day 4K	\$ 810,000	\$ 490,000	Approximately 6 FTE are funded from within the teacher staffing pool, these positions would have otherwise been closed due to lower elementary enrollment projections.
Mental Health - Behavioral Health in Schools	\$ 156,000	\$ -	
Mental Health - Bounce Back	\$ 60,000	\$ -	
1.0 Restorative Justice Coordinator at each comprehensive HS	\$ 66,000	\$ 370,000	ERO Contract savings
MS Counselors	\$ 348,000	\$ 261,000	Approx. 2 Counselor positions were generated from within the Middle School staffing pool that would have otherwise been closed positions due to lower enrollment projections. The HS Counselor at IAE is funded through available Title resources due to a current vacant position frozen at Central Office for the 20/21 school year.
<b>#5 We embrace innovation.</b>			
Summer Semester Model, incl. summer LTRS training	\$ 532,000	\$ 2,403,000	\$2M of the Summer Semester accelerated program will be funded from ESSER II. \$500K of the Summer Semester will be funded from roll over Title funding only eligible for PD



### WI Policy Forum Summary of Governor's Budget Proposal

In a previous *Weekly Update*, our Budget Team provided you with a full analysis of the Governor's State Budget proposal as it relates to any items that would affect MMSD should the budget pass or receive any traction. Please be sure to read this update. In addition, here is a very good statewide education impact

summary from the WI Policy Forum that was just released on March 10:  
[https://wispolicyforum.org/wp-content/uploads/2021/03/Budget\\_Brief\\_State\\_2021-23.pdf](https://wispolicyforum.org/wp-content/uploads/2021/03/Budget_Brief_State_2021-23.pdf)

An executive summary that was provided on February 18 is also attached to this *Update* for those desiring a shorter read.

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

3.9.21 Developing & Reviewing Metrics Meeting [Agenda](#) & [Recording](#)

3.11.21 School-Central Adm. Weekly Ops Mtg. [Re-entry Announcement](#) with MTI Leadership & Building Reps. [Recording](#)

## ➤ **Proposed Consent Agenda**

Attached is a list of all the proposed consent items for the March 22, 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, March 18**.

***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!***

## ➤ **Community Events:**

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

- UW Madison and Student Affairs at UW-Madison are hosting the **Mental Health and Wellbeing Summit** on **Thursday, March 11**, beginning at 6 p.m., and **Friday, March 12**, beginning at 5:30 p.m. This event is free and there will be various workshops and activities for students and the public to drop in. More info. can be [found here](#).
- MMSD's Family, Youth & Community Engagement (FYCE) Department is hosting a **MMSD Family Information Series Covid-19 and Vaccination Information** Facebook Live session this **Saturday, March 13**, from 10-11 a.m. Angela Fitzgerald-Ward, director of FYCE, along with two co-hosts will be presenting and answering questions that are written in. More info. can be [found here](#).
- The MMSD Planetarium is hosting a **Live Virtual Planetarium Event: You Are Made of Star Stuff** on **Tuesday, March 23**, from 6:30-7:30 p.m. This event will explore the beauty and power of our origins and more. More info. can be [found here](#).
- The Overture Center is hosting **Overture Forums: The Covid-19 Vaccine and the Black Community** on YouTube Live on Monday, March 29, from 7:30-8:30 p.m. This forum will be hosted by a panel of doctors and public

health experts talking about the vaccines and how it relates to the Black community and beyond. This event is free and info. can be [found here](#).

- This year's **Latino Youth Summit**, co-hosted by UW Badger Precollege and Centro Hispano, will be held virtually from 10 a.m.-1 p.m. on Monday, **March 29, and Tuesday, March 30** (the Monday and Tuesday of Spring Break). This is an opportunity for Latinx students and families to connect across schools and engage in culturally and linguistically relevant pre-college workshops and experiences. Centro Hispano is reaching out to [point people](#) at each of your schools in the coming days to support recruitment. Check out the [flyer](#), [website](#), and [application form](#) for more info. For further questions, contact FYCE Coordinator Hannah Nerenhausen ([hnerenhausen@](mailto:hnerenhausen@)) or La Follette Escalera Coordinator Yari Hernandez ([yhernandez4@](mailto:yhernandez4@)).

## OUR UPCOMING BOARD CALENDAR

- **Week of March 15**      **BOE Briefings**
- Tues., Mar. 16, 4 p.m.      Student Senate  
Virtual
- Mon., Mar. 22, 9 a.m.      Board Officers  
Virtual
- Mon., Mar. 22, 5 p.m.      Special meeting in Open Session—WORKSHOP  
Doyle, Rm. 103
- Mon., Mar. 22, 6 p.m.      Regular BOE Meeting  
Doyle, 103
- Tues., Mar. 23, 4 p.m.      Student Senate  
Virtual
- **Week of March 29**      **SPRING BREAK**

## ITEMS ATTACHED FOR INFORMATION

1. Executive Summary of State Budget Proposal—2/18/2021
2. Limiting Close Contacts and Small Group Guidance
3. Proposed consent agenda—3/22/2021

February 16, 2021

**To:** Dr. Carlton D. Jenkins, Superintendent  
Members of Cabinet

**From:** Kelly Ruppel, Chief Financial Officer

**Re:** Summary of Governor Evers' Budget Proposal 2021-23 Biennium

On February 16, 2021 Governor Evers released his 2021-23 biennium budget. In addition to a number of positive investments for the community at large, including healthcare, minimum wage, reforming the juvenile justice system and many other positive items for the community, below is a summary of his education proposal and in italics the general impact on MMSD. Of course, many state legislators at the state capital have already referred to the proposal as a "wish list" and have stated that they will start from scratch on their budget. This is very similar to how the budget process went for the 2019-21 proposal where only a few items from the Governor's proposal made it into the final budget. For Governor Evers' full proposal see [here](#).

Summary of education items in the Governor's bill (*MMSD's response to each item in italics*):

- Provide \$612.8 million GPR in state general aid to school districts across the biennium, the largest increase since the 2005-07 biennium. **(topic from legislature)**
  - *Bigger general aid pool does not provide more revenue to MMSD, but it does lower the mill rate and thus property taxes.*
- Proposal to allow for school districts to have the flexibility to choose between the greater of their summer and fall 2019 or 2020 pupil counts for purposes of calculating their revenue limits. **(topic from legislature)**
  - *This proposal is important to all school districts in the State seeing enrollment loss due to COVID 19. The average loss across the state is 3%, MMSD saw 3.7% loss. This is the right thing to do. While it wouldn't produce new revenue this year, it would reduce our reliance on the declining enrollment exemption this year and would help us climb out of our enrollment effects for the 2022-23 school year.*
- Convert special education aid to a sum sufficient appropriation, ensuring that aid is not prorated and that the state meets the level of support it promises. Also, increase special education aid by \$296,695,600 GPR in fiscal year 2021-22 and

\$412,890,100 GPR in fiscal year 2022-23 to reimburse eligible special education costs at 45 percent and 50 percent in those fiscal years, respectively. The current reimbursement rate is less than 29 percent. The previous budget provided the largest increase to special education aid in a decade but still did not reach an acceptable reimbursement level. **(topic from legislature)**

- *Due to the allocation process for reimbursable aid, MMSD didn't see any significant new revenue in special education aid in the last biennium. Ultimately, the 4% lift to 30% reimbursable never materialized in MMSD. Based on this, it is very difficult to predict the funding MMSD may receive from this program, but it is not likely to be the levels being proposed here.*
- Increase high cost special education aid by \$1,752,200 GPR in fiscal year 2021-22 and \$7,804,900 GPR in fiscal year 2022-23 to reimburse eligible high cost special education costs at 40 percent and 60 percent in those fiscal years, respectively, to ensure school districts are able to fund supports for students with the greatest needs.
  - *Madison used to take the lion's share of this aid in the state. However, as more districts have gotten smarter on filing these claims, our proportional amount of this aid has fallen drastically. Last year's proportion of our expected claim was approximately 30% of what we used to receive. Therefore, adding money to this pool at the state level could help the proration amount we receive. However this item was proposed in the last biennium and received no traction.*
- Increase special adjustment aid rates from 85 percent of prior year general aid to 90 percent of prior year general aid in each year in the biennium, which would have increased state aid for at least 55 school districts had it been in effect in fiscal year 2020-21.
  - *This special adjustment, if passed, would help MMSD's general aid projection. This would not add more revenue but it would decrease the mill rate to taxpayers. This was in the last biennium and received no attention.*
- Increase revenue limit equity for low-spending school districts by increasing the low revenue ceiling to \$10,250 in fiscal year 2021-22 and \$10,500 in fiscal year 2022-23. Increasing the low revenue ceiling helps an estimated 140 low spending districts that have been confined to lower revenue authority for several years.
  - *This will have no impact on MMSD, we are not one of the low spending districts.*
- Increase the state general equalization aid and revenue limit four-year-old (4K) membership calculations for school districts, independent charter schools, and private schools participating in the state's parental choice programs that provide a full-day 4K program to 1.0 FTE beginning in fiscal year 2022-23. **(topic from legislature)**
  - *Full day 4K funding is a long sought after dream that has support from both parties. However, it is unclear if it has enough support to pass this term. Pre COVID-19 it was believed there would be enough votes to get there.. With that said, if passed, it would take 3 years to fully implement this proposal. This three years to get to full funding has already been contemplated as part of our full day 4K roll out. Without this provision passing in this or future bienniums, the district will need to continue the full day 4K program as a targeted investment strategy.*

- Increase funding by \$22.5 million GPR in fiscal year 2021-22 and \$24 million GPR in fiscal year 2022-23 for school mental health categorical aid and expand the program to support all pupil service staff expenditures and provide 10 percent reimbursement in each year. Pupil support staff includes school counselors, psychologists, social workers, and nurses. Restructure program eligibility to include all school districts, independent charter schools, and private parental choice schools with expenditures for pupil support staff in the prior year. Under current law, only school districts, independent charter schools, and private parental choice schools that increase expenditures for social workers year over year are eligible, which severely limits eligible schools and does not account for ongoing expenditures to support social workers. Increased funding could expand the number of eligible school districts, independent charter schools, and private parental choice schools from 87 to more than 420. In addition, rename the appropriation to include student wellness to reflect the program's whole-student approach.
  - *How this affects MMSD is complicated. The fact that the State is including so many school systems (2x/independent charters and private schools) any increase to this budget will be watered down. Therefore, it is very hard to tell if this will have any positive impact on MMSD; whereas, it could actually have negative impacts on our annual reimbursement requests.*
- Increase funding by \$3.5 million GPR in each year to increase the number and size of school-based mental health collaboration grants provided. In addition, expand the definition of mental health provider to allow more rural school districts and qualified organizations to access grants.
  - *Similar to the response above, MMSD would certainly be eligible for this funding. However, the state is expanding the number of districts eligible for these funds which would make it seem less likely that we would receive any funding.*
- Increase funding by \$31,177,000 GPR in fiscal year 2021-22 and \$29,654,000 GPR in fiscal year 2022-23 to fund per pupil payments of \$750 in each year and to provide an additional \$75 per economically disadvantaged pupil to increase equity in school funding. Repeal supplemental per pupil aid that provides an estimated \$3 per pupil and repurpose those funds to pupils in all districts.
  - *Current per pupil aid amounts are \$742/pupil for Wisconsin districts. This would be an increase of \$8 per pupil, but reductions in enrollment will result in less aid overall. Therefore, if this were to pass, it would simply make our revenue loss less, it would not reverse any otherwise negative trend in revenue we predict.*
- Increase funding by \$9,745,500 GPR in fiscal year 2021-22 and \$18,267,200 GPR in fiscal year 2022-23 to provide 15 percent reimbursement of eligible costs and to reform the current bilingual-bicultural categorical aid program to address increasing costs and the needs of English learners in any school district or independent charter school in each fiscal year, respectively. Beginning in the 2022-23 fiscal year, allow all school districts and independent charter schools that serve at least one English learner to be eligible for either: (a) \$10,000 if they serve one to 20 English learners, or (b) \$500 per pupil if they serve at least 21 English learners. Currently only 53 school districts are eligible for state aid for these programs; under



the reformed program over 360 school districts would be eligible, and the vast majority of newly included school districts are located in rural areas. **(topic from legislature - We need more money in the pool, not just more people eligible. ELLs haven't had any investments in ages!! This is a major equity problem.)**

- *Current reimbursement for bilingual-bicultural aid is close to 9%. Similar to the discussion above, we receive close to \$1.9MM in reimbursement now, but by adding several new districts and independent charter schools (7x the current # of districts eligible) to the eligibility criteria this could very likely cause prorating of this reimbursement to fall for MMSD.*
- Provide \$750,000 GPR in fiscal year 2022-23 for grants to school districts to support the identification and professional development of staff and teachers seeking licensure as a bilingual teacher or English as a second language teacher.
  - *This is a grant MMSD would apply for. It is impossible to know if we would be awarded, this is very limited funding.*
- Support the unique needs of rural schools by providing \$9,992,100 GPR in fiscal year 2021-22 and \$10,038,900 SEG in fiscal year 2022-23 for sparsity aid. Replace GPR funding for sparsity aid in the second year with funding from the newly created Community Reinvestment Fund. Increased funding will allow for the creation of a second tier of sparsity aid at \$100 per pupil for districts with 746 pupils or more and fully fund all grants. To mitigate the aid cliff for districts near 746 pupils, provide stopgap payments equal to 50 percent of the district's prior year aid payment for one year to districts that no longer meet eligibility requirements.
  - *No impact to MMSD we don't receive sparsity aid.*
- Create new out-of-school time grants, and provide \$20 million GPR in fiscal year 2022-23, to address unmet community needs for high quality programming in underserved communities.
- Address climate change, rising energy costs, and the need to modernize outdated school building features by providing \$10 million GPR in each fiscal year to support a new energy efficiency grant program. School districts can apply for funding to support projects that provide energy savings and improve student health. In the past school year, the importance of updated heating, ventilation, and air conditioning systems was highlighted; therefore a preference in grant applications will be given for projects related to heating, ventilation, and air conditioning systems.
  - *This is not what districts were hoping for. We were hoping for a continuation of the current energy exemption for the revenue limit. \$10 million is a drop in the bucket for a statewide grant like this. While MMSD may be eligible, it cannot be guaranteed whereas the previous energy exemption about to expire was reliable and ultimately led to well over \$5M in energy investments in MMSD over the course of the last program they appear to be letting expire.*
- Highlight the importance of federally recognized American Indian tribes and bands and reinforce the intent of 1989 Wisconsin Act 31 by: (a) expanding the teacher licensing requirement related to knowledge of American Indian tribes and bands in Wisconsin to include contemporary and historical events; (b) increasing the frequency of social studies instruction in the culture, tribal sovereignty, and contemporary and historical significant events of federally recognized tribes and bands in Wisconsin for school districts beginning in the 2022-23 school year; and (c) requiring independent charter schools and private



schools participating in a parental choice program to provide instruction in American Indian studies in both elementary grades and high school grades beginning in the 2022-23 school year.

- *There are always concerns regarding unfunded mandates in teacher professional development and limited time in classroom instruction; however, we would of course support ongoing instruction in the American Indian studies and MMSD already is working on a very robust instructional program in this area.*
- Increase computer science education access, a skill set that is growing in importance in the workforce, by providing \$750,000 GPR in fiscal year 2022-23 to school districts to identify staff and teachers for professional development resulting in licensure in computer science. Additionally, increase equity in access to computer science education courses by providing a preference for school districts serving disproportionate shares of low-income and students of color.
  - *This is a very small dollar amount to invest in something as important as an equity investment in computer science education. We will need to await more information as to the eligibility criteria, but it does seem that this could be targeted to MMSD and MKE for 2022-23.*
- Investigate whether potential cost savings exist for school districts related to health insurance if all school districts were required to participate in the Group Health Insurance Program as of January 1, 2024, through an actuarial study by the Group Insurance Board.
  - *This will be important for us to watch over time.*
- Repeal the punitive Opportunity Schools Partnership Program and instead invest in equity-focused initiatives. The program has never been used.
  - *This will be important for us to watch over time.*
- Limit the subtraction from adjusted gross income for tuition paid by a parent to send their child to a private primary or secondary school to those single and head of household filers with incomes below \$100,000 and married-joint filers with incomes below \$150,000. The fiscal impact of this provision is an estimated tax revenue increase of \$6.4 million in fiscal year 2021-22 and \$6.5 million in fiscal year 2022-23.
  - *This will be important for us to watch over time.*

## Guidance for Limiting Close Contacts

Ultimately, our goal is to minimize the numbers of close contacts at a school. Avoiding close contacts minimizes the risk of spread and ensures adequate resources are available to keep schools open.

### Mitigation Strategies to Avoid Close Contacts

Provided the following mitigation strategies are in place, it is safe for staff to enter multiple school environments or buildings, as necessary. Environments do not need to be limited.

- Wear a face mask at all times
- Ensure 6 foot physical distancing, to the greatest extent possible
  - If you cannot maintain 6 feet of distance, spend less than 15 cumulative minutes, per day, with those individuals
  - Consider use of face shields for short, incidental contact (e.g. zipping a coat)
- Track the minutes you spend in any environment (daily), with other people; note any challenges with masking or distancing
- Be judicious about accessing environments; staff should ask themselves if it is necessary to enter and/or whether there is a different strategy to accomplish the same goal (e.g. call the classroom, meet outside, schedule a Zoom conference.)

### Limiting Close Contacts

If a staff member needs to routinely be in close contact with another individual, the following circumstances warrant a conversation about limiting number of close contacts:

- Staff are routinely in a situation where they are unable to physically distance, for 15 or more minutes a day (e.g. toileting a student for more than 15 minutes cumulatively)
- Staff routinely support individual students who cannot wear a mask and/or maintain physical distancing (e.g. student with a disability who cannot wear a mask but requires 1:1, proximal instruction)

Staff should work across as few environments as possible with decisions made at each site with local context in mind. In partnership with your nurse, develop a staff schedule that minimizes the environments that would be impacted if this staff member tests positive for COVID.

### Guidance for Small Groups

Meeting in small groups is permissible provided you are able to maintain mitigating measures:

- Wear a face mask at all times
- Ensure 6 foot physical distancing, to the greatest extent possible; consider limiting the size of group to accommodate
  - If you cannot maintain 6 feet of distance, spend less than 15 cumulative minutes, per day, with those individuals
- To the greatest extent possible limit face-to-face interactions between students and teacher; teach beside students rather than in front
  - If the the lesson demands students see the teachers face:
    - Use classroom technology (i.e. teacher faces laptop camera and projects video)
  - Wear a face shield and limit time face-to-face contact to less than 15 cumulative minutes

## **Department Specific Guidance**

This guidance was developed collaboratively across MMSD instructional departments and is intended to ensure a consistent approach to ensuring minimal close contacts. Provided staff are not considered close contacts there is nothing that prevents them from being in multiple classrooms or schools. However, we must still remain thoughtful and judicious when entering environments.

In addition to considering health and safety guidance, departments have also given their staff specific guidance about service delivery. As you develop your staffing and supervision schedule you may find a need for these staff to be available in person. In these cases, the principal should meet with the staff member (and if necessary, department head) to develop a schedule that allows the staff member to perform their assigned duties while also supporting global school needs. We encourage you to use office hours if you have questions for department leads.

This additional guidance, by department, may be found below.

[Special Education](#)

[Student & Support Support](#)

[Advanced Learning](#)

[Office Multilingual & Global Education](#)

[Instructional Technology and Media Services](#)

[Elementary Instructional Coaches](#)

# Proposed Consent Agenda – Regular BOE Meeting – March 22, 2021

## 10. Consent Agenda

10.1 Main Motion

10.2 Requests for Shortened Day Agreements

10.3 Interim Bills

10.4 Referendum Construction Fund Bills

10.5 PLACEHOLDER: tents

10.6 PLACEHOLDER: Emerson restroom remodel 2:30

10.7 PLACEHOLDER: Cherokee restroom remodel 2:30

10.8 Funding for Core Instructional Materials for Elementary Science

In Workflow

Step: 6 of 7

Submitted by: Janet M Brown

Waiting for: Kaylee N Jackson

10.9 Summer Semester Standard Aligned Curriculum (Digital/Print) in English/Spanish Grades k-7

In Workflow

Step: 3 of 7

Submitted by: Janet M Brown

Waiting for: Mankah Z Mitchell

10.10 Purchase Boardmaker 7 Licenses

In Workflow

Step: 1 of 8

Submitted by: Melissa Ohm

Waiting for: Eric M Kestin

10.11 AVID DigitalXP Professional Development - July 2020

In Workflow

Step: 7 of 7

Submitted by: Tim K Hernandez

Waiting for: Barbara Osborn

10.12 AVID DigitalXP Professional Development - June 2021

In Workflow

Step: 7 of 7

Submitted by: Tim K Hernandez

Waiting for: Barbara Osborn

10.13 Educator Effectiveness System Fees

In Workflow

Step: 6 of 7

Submitted by: Jessica Gagan

Waiting for: Jorge Covarrubias

10.14 Cisco Wireless Networking Licenses

10.15 Lease Agreement for Rooted WI, Inc.

10.16 City of Madison Parks Proposed Lease Terms for Olin Park Building

10.17 Muir Elementary School– Roof Rehabilitation

10.18 Kennedy Elementary School HVAC Equipment Replacement

10.19 Purchase of one (1) 2020 Ford Transit-150 Passenger RWD Medium Roof Van 130" WB XL (K1C)

10.20 Donation from the Foundation for Madison's Public Schools

10.21 Grant from The Future Wisconsin Housing Fund

10.22 Grants and Donations under \$10,000.00

10.23 Human Resources Transactions Report