



WEEKLY UPDATE TO THE BOARD OF EDUCATION

February 18, 2021

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week has certainly been eventful. MMSD continues to address the twin pandemics of COVID-19 and racial injustice through embracing our core values and the spirit of our Strategic Framework goals. This effort requires us to be intentional and innovative in eliminating disparities and fighting for human decency, as we address the social-emotional needs of our students, staff and families.

During Monday's Special board meeting, board members had vigorous dialogue with district leadership and other staff around our plan for a phased reopening of schools for in-person instructional options and receiving the report of the board's Ad Hoc Committee on Safety and Security. Both topics continue to challenge our capacity for innovation and equity as we grapple with implementing policies and practices necessary to ensure a high quality and safe educational environment for students, staff and families. While participating in this dialogue, it is important to remember our community is uplifted when we engage in a respectful debate of ideas which illuminates the many perspectives of our diverse community.

Throughout our work, we recognize the need for continuing to engage in the Collaborative Problem-Solving (CPS) process with MTI, APP and our other partners. In chapter 4 (pages 73-81) of Good to Great, Collins argues creating a climate where the truth is heard is a critical strategy in moving an organization towards greater efficacy. This sort of climate is enhanced through the rigorous presentation of questions as well as hearty engagement in debate and dialogue. We look forward to our ongoing work with students, staff, families and community members to foster this climate as we reshape our instructional and operational practices to ameliorate historical disparities.

Thanks for your continued support and partnership. We look forward to providing you with more updates on our district's progress next week. Please remain encouraged by the transformational potential of our community. I remain convinced - "if it can happen anywhere, it can happen in Madison!"

Sincerely,

Carlton

Carlton D. Jenkins, Ph.D.

BOARD OF EDUCATION QUESTIONS



LETRS Training

We have had a request from a board member to take the LETRS training. Attached is a PowerPoint that provides some information about the different kinds of training. Nicki Vander Meulen and Chris Gomez Schmidt are serving as the board liaisons and will be participating in the training via online modules and independent reading.



Doyle Allocations to Schools

A board member had a question at the February Operations Work Group meeting asking for more details about the 10% of employees who work in schools but are not released in the workbook. Rather, they are allocated from within Central Office Departments to schools. See the table below. These positions are allocated this way due to highly technical roles that need more subject matter expertise oversight than an average principal could provide.

Doyle Allocations Allocated to Schools:

Advanced Learning Teachers	20.100
Security Assistants	29.50
Special Education: CC Teacher	33.00
Speech Language	68.10
OT/PT	47.727
PSTs	62.000
Sign Language/Deaf Hard Hearing/Visually Impaired	24.221
SEA	20.77
MVC/Teacher Overload/Unallocated	21.136
BRS/Interpreters/ESL Teachers	23.31
Nurse/Asst Nurse/SPED Nurse	1.445
Education Assistant	1.80
Parent Liaison	5.628
Grant Allocations	9.000
Community School Resource Coordinator	16.000
Early Childhood	10.000



Black Excellence RFP

In response to a board member question, attached is a copy of the rubric used to score the proposals as well as an explanation for how it was used.



School Renaming Schedule

Please note that we are beginning the process for renaming Memorial High School. As you know, the Falk renaming already took place and will be considered as 1 of the 2 renaming processes to be taken up this school year. We are planning to take up the Jefferson renaming at the start of the 21/22 school year.

OTHER INFORMATION

- **Employee Handbook Items**
Attached are: 1) Leave and Accommodation Options for MMSD Employees; and 2) an update on the outstanding issues since the last update in January 2021.
- **Link to Centers for Disease Control (CDC) Guidelines**

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/>
- **Governor's Budget Release**
On February 16 the Governor released his biennium budget for 2021-23. While the Republicans have already stated that they won't use it, there are a number of important asks in the budget for education and the broader community. Attached is a summary memo of the key items for education and the impact they would have on MMSD should they pass.
- **Links to Reopening Planning Meetings**
Below are the links to the recordings for this week's Metrics and Central Office School Leader Operations meetings:

Tuesday, February 16, Metrics-Developing & Reviewing Metrics to transition to in-person- [2.16.21 Meeting Recording](#)

Thursday, February 18, Central Office and School Leader Ops Mtg. 7:30-9:45 [Agenda](#) and [2.18.21 Recording](#)
- **Building Walk-throughs**
There has been a request to join other staff on a few building walk-throughs before reopening. Below are a few times/dates. Below let Barb know if you would like to join any of these.

Tuesday, March 2, 9-10 a.m., Franklin Elementary School
Tuesday, March 2, 1-2 p.m., Gompers Elementary and Black Hawk Middle School
Thursday, March 4, 2:45-4 p.m., Nuestro Mundo Elementary School
- **Community Events:**

All dates for community announcements are posted on the [Board Community Activities Calendar](#)
 - Last but not least, the **Virtual Feedback Session: New Rimrock Area School** event will take place on **Tuesday, February 23**, from 5:30-6:30 p.m on Facebook Live. This engagement session is a great chance for families and the community to give input on the referendum that passed last November. More info. can be [found here](#).

- UW PLACE (Professional Learning and Community Education) is hosting **The Power of Real Talk to Make Real Change** virtual event on **Thursday, February 25**, from 3-5 p.m. The main topics will branch off of race and equity. More info. can be [found here](#). This event is free to register.
- 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@) or La Follette Escalera Coordinator Yari Hernandez (yhernandez4@).

OUR UPCOMING BOARD CALENDAR

- Mon., Feb. 22, 9 a.m. Board Officers
Virtual
- Mon., Feb. 22, 6 p.m. Regular BOE meeting
Virtual
- Tues., Feb. 23, 4 p.m. Student Senate
Virtual
- Mon., Mar. 1, 5 p.m. Instruction Work Group
Doyle, Rm. 103
- Mon., Mar. 8, 9 a.m. Board Officers
Virtual
- Mon., Mar. 8, 5 p.m. Operations Work Group
Doyle, Rm. 103
- Tues., Mar. 9, 4 p.m. Student Senate
Virtual
- Wed., Mar. 10, 5:30 p.m. City Education Committee
Virtual
- **Week of March 15** **BOE Briefings**
- 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, Auditorium

➤ Week of March 29 **SPRING BREAK**

ITEMS ATTACHED FOR INFORMATION

1. LETRS Training for board members
2. Rubric and process for scoring Black Excellence proposals
3. Leave and Accommodation Options for Staff
4. Employee Handbook update
5. State Biennial Budget



LETRS Training

BOE Members

Kaylee Jackson, Caroline Racine Gilles, and Gabi Bell
Update 2.11.21

EARLY LITERACY STRATEGY

Focus on Science of Reading



Educate and partner with our
entire community

Equity Imperative
Moving from talk to action

Partnership
with UW-Madison, Dean Diana Hess and
Gloria Ladson-Billings

Task Force
Uplifting voices

Learning from schools and
teachers who are piloting
materials and using LETRS

Phased Approach
Long Term Strategy and
Culture Shift

Identify measurements
of success

2020-2021



What does LETRS- *Language Essentials for Teachers of Reading & Spelling* really look like?

Online Instruction &
Text Reading

3 hours each week



Face-to-Face Training &
Classroom Application

~4 hours each month to
deepen & apply new
learning





100 Hours a Year
Invested in Our
Teachers.

LETRS = A dynamic approach immersing educators in the **What**, **Why**, and **How** of the Science of Reading



Cadence for the Training. A Two Step Dance

Viewing of Videos in Online Platform	Reading Manual
<p data-bbox="498 609 710 646">Independent</p> 	<p data-bbox="948 609 1161 646">Independent</p> 

Cadence for the Training. A Two Step Dance



[LETRS Time Commitment Per Unit](#): The document explains the time commitment per unit.

The professional development is designed for you to:

- a. **View the videos in the online platform.** These are designed for each unit and session.
- b. **Independent learning.** Once you have viewed the videos, you are to read the unit/session content assigned to you in the manual. We strongly recommend that you mark the text and keep notes. The online platform has a note-taking function! Check for understanding. Every session, and every unit, will ask you to complete an assessment to move forward.

Implementation for Science of Reading Spring - Summer 2021

District Office

1. Training a cross functional team in SoR through LETRS (Units 1- 4; Spring 21); Units 5-8 (Fall 2021)

CFT includes: C&I Executive Director, C&I Literacy Team, STEM teacher leader, OMGE teacher leader, AL director, PLLD coordinators, Elementary Deputy Chief, Elementary Partner, DLI Principal, ELI principal, Special Ed PSTs (Previously trained).

2. Core team identified to receive additional LETRS facilitator training (Summer 21) for the purpose of supporting school level implementation.

Principals

2-Day LETRS administrator training (Spring 21, dates TBD)

Purpose: To provide all Principals /APs with the skills to understand how reading shows up at every level and connects to prior work (e.g., AVID critical reading, disciplinary literacy, CCSS)

Instructional Coaches/Reading Interventionist/Teacher

Identify one (1) coach per building (ES, MS, HS) to receive LETRS Training (Units 1- 4) (Spring - Summer, 2021)

All designated interventionists and reading teachers receive LETRS Training (Units 1- 4) (Spring - Summer)

Purpose: To provide all ICs/interventionists/reading teachers with the skills on how to teach reading at every level and help lead and support, along with the principal, their school's implementation efforts

What questions do you have?



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Process for Reviewing Black Excellence RFP #4078

Twenty-one (21) proposals were scored by a review committee between 1/12/21 - 1/17/21. The Committee members met on 1/17/21 to discuss all proposals. Committee members were assigned a set of proposals to review and each had access to a Google Folder that provided access to all proposals. Committee members were given a Google Form to enter scores that matched a Word document version in this document.

Committee members were MMSD staff and community members from our Black Excellence Think Tank. Each proposal was scored by two people and discussed by all committee members.

Committee members:

MMSD Staff	Community Members (Black Excellence Think Tank)
Kathy Cubilette Kaylee Jackson Darlinne Kambwa-Bell Dr. TJ McCray Dr. Richard McGregory Rosa Thompson	Prenicia Clifton Jasmia Hamilton Qiana Holmes-Abanukam Vanessa McDowell Maxine McKinney de Reyston

Scoring was based on the outline in the RFP document:

- 35 points - program implementation,
- 25 points - qualifications / track record / evidence of the organization to implement the program
- 15 points - project budget / budget detail and accompanying budget documents
- 5 points for references

Discussion and Recommendation

Committee members elevated their comments about what was strong about the proposals they reviewed and raised any concerns. The list of recommended organizations are based on a combination of their scores, committee discussion and recommendations about the projects addressing one of the four priority areas of (1) social emotional well-being of students, parents/caregivers and/or staff; (2) general academic supports for students and or assisting parents with academics; (3) exposure to arts, science, technology, engineering and mathematics for students; (4) exposure to cultural aspects of African American/Black history and excellence. The Committee was committed to having an array of projects that helped us meet the four areas.

In a few cases there were organizations who proposed programs that the Committee wanted to recommend, but their projects either exceeded the amount ear-marked for the Fund 10 portion of Black Excellence RFP or would have caused us to fund a significantly lesser amount for those that were the Committee's top choices. The Committee wanted to honor, as much as possible, what organizations said they needed to implement the work. We will continue to look for funds that may allow us to implement some of those proposals. There were many strong proposals for Fund 80 and the committee had very hard decisions to narrow the field. The 21 proposals resulted in funding requests of \$750,342 for 2020-21 and \$1,007,109 for \$2021-22.

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Madison Metropolitan School District
Black Excellence Proposal #4078 Review

MAKE A COPY FOR EACH PROPOSAL YOU REVIEW

Name of Organization _____ [Reviewer include name of organization]

Funding Priorities:

- Programming / services that **enhance the social emotional wellbeing** of students, families and/or MMSD staff during non-instructional hours. Social, emotional, wellbeing is defined as programs or services that help students, families or staff develop secure, meaningful relationships; experience and express emotion; develop coping strategies; promote overall wellbeing and mindfulness; and/or identity affirming experiences.
- Programming / services that provide **academic support** for students and/or parents/caregivers during non-instructional hours. Academic support can include homework help, challenging students to develop as learners, providing assistance with virtual learning and technology platforms, reading or math programming, and may also include engagement for students and/or families who may not be regularly connected to school.
- Programming and services that **expose students to arts, science, technology, engineering and mathematics** during non-instructional hours. Programming and services in the arts, science, technology, engineering and mathematics can provide a variety of ways to engage students and families in the above mentioned areas.
- Programming and services that **expose students, parents/caregivers and MMSD staff to cultural aspects of African American history and Black excellence**. Programming and services that expose students, families and staff to cultural aspects of African American history and examples of Black excellence may include all categories listed above or be singularly focused on an aspect of history and/or achievement and excellence in the African American and African diaspora.

The proposals will be scored using the following:

CRITERIA	Weight (%)	Points
Cost	15%	15
Organization's Ability to Meet Service and Support Requirements	35%	35
Organization Qualifications/Experience	25%	25

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Documentation Qualifying Vendor as a Diverse-owned Business Firm	20%	(document review)
References	5%	(document review)
TOTAL		
	100%	75/100

Review Category	Base Scores on	Maximum Points	Comments / Notes
Organization's Ability to Meet Service and Support Requirements	<ul style="list-style-type: none"> - Program Plan (10) - References Black Excellence funding priorities (5) - Implementation (10) - Outcomes (10) <p>Consider:</p> <p>Mandatory requirement: Must demonstrate how student, family or MMSD staff voice has informed the proposal for programming / services and how the proposal either meets an unmet need or provides an opportunity that students, families and staff express they want.</p> <p>Mandatory requirement: Must be able to demonstrate how measurement of project outcomes will be measured and reported.</p>	35	
Organization's qualifications and experience	<ul style="list-style-type: none"> - Organizational Abstract (5) - Alignment with Strategic Framework (5) - Partnerships - Record of Success (5) 	25	

	<ul style="list-style-type: none"> - Personnel (5) <p>Consider:</p> <p>Mandatory requirement: Must have demonstrated evidence of providing programming/services in virtual settings and/or socially distanced settings due to COVID-19 virus/pandemic, including examples of successful recruitment/outreach strategies.</p>		
<p>Cost</p>	<ul style="list-style-type: none"> - Budget shows details for personnel / activities for each year of funding (5) - Budget reflects 75% of total Project cost to MMSD (7) - Total agency budget indicates capacity to operate project (3) <p>Consider:</p> <p>Mandatory requirement: Must provide an organizational budget so that we can see overall capacity to operate proposed programming / services. A year- end financial statement (from the most recent tax year) that includes a statement regarding whether an external audit was completed. If a non-profit organization, Proof of 501(c)(3) status in the form of a copy of a determination letter from the Internal Revenue Service. If a small business, Proof of LLC certificate.</p> <p>Mandatory requirement: Must provide a project budget that shows number of FTE, hours and rates to implement programming, services and any administrative overhead for operations.</p>	<p>15</p>	
		<p>75</p>	

Leave and Accommodation Options for MMSD Employees

We understand the importance of time off to ensure our staff are happy, healthy and engaged in their work. MMSD is proud to offer a variety of leave of absence options to employees.

Prior to transitioning to a leave of absence, the district will work with employees on a reasonable accommodation, as the majority of time the best option is to continue to work. ADA Accommodations, such as additional PPE or alternative work assignments, may be made for employees who have a medical condition that prevents them from being able to return to work in person. Additionally, non-ADA Accommodations, such as alternative work assignments, may be made for employees for other extenuating circumstances (such as living with someone who is at a higher-risk of severe COVID symptoms). We recommend employees talk to their healthcare provider about what accommodations may be needed prior to submitting their accommodation request to Human Resources.

If an accommodation is unavailable or the employee does not want to return to work, then they are offered the below opportunities to take time off.

Paid Time Off

Personal Illness

- Employees accrue Personal Illness every pay period, which is available and can be used if they are ill, are caring for a family member or for medical appointments. Depending on the employee type, they can accrue 10 - 13 days of Personal Illness annually. The amount accrued continues to accumulate year over year, allowing employees to build up significant balances, which can be used for longer-term absences or converted into funds to pay for retirement insurance.

Vacation

- Employees who work year-round are eligible for 20 - 26 days of vacation. Vacation time can be used throughout the year for a variety of reasons. This balance resets annually but employees are eligible to carry over 5 - 10 days.

Paid Holidays

- A variety of paid holidays are provided to staff, based on their work schedule. More information on the specific holidays can be found [here](#).

FFCRA-Like Leave

- FFCRA was a paid leave program required by the Federal Government in 2020. FFCRA expired on December 31, 2020 but the district will continue a like-policy through at least the end of this school year. FFCRA-like leave is separate from Personal Illness.

Employees who test positive for COVID, have symptoms of COVID and are seeking medical guidance as well as those who are a close-contact outside of work (not a close contact to a student or staff member) are eligible for up to 10 paid days off using FFCRA-like leave.

Employees who have children whose school or place of childcare has closed because of COVID are also eligible for FFCRA-like leave. These employees may be eligible for up to 12 weeks of paid time off, receiving 2/3rds of their salary through FFCRA-like pay (not using PI).

COVID Closure Pay

- Employees who are considered a close contact to a student or staff member as well as those that are impacted from a classroom or building closure due to COVID are eligible for COVID Closure Pay. Additionally, employees who have a serious medical reaction after receiving a COVID vaccination that prevents them from working will be eligible for COVID Closure Pay. Employees receiving COVID Closure Pay will receive 100% of their salary paid by MMSD during the time they are unable to work.

Salary Continuation

Employees can receive salary continuation while they are unable to work due to their own serious medical condition or if they are caring for someone else who has a serious medical condition.

Short-term Disability (voluntary coverage for hourly staff)

- Hourly staff, professionals and administrators are eligible to enroll in a voluntary short-term disability insurance program. Premiums are based on the employee's salary and range from \$10 - \$50 dollars per month. This policy pays 2/3rds of the employee's salary while they are disabled and unable to work due to their own serious medical condition. The Short-term Disability policy covers lost income from day 10 through day 74 of disability. Note, the Short-term Disability policy was added in 2018 as an employee benefit offering since not all employees are eligible for the Teacher Sick Leave Bank plan (see below).

Long-term Disability

- All regular employees are automatically enrolled in long-term disability insurance when hired. The district pays 100% of the cost of the policy. The policy pays 80% of the employee's salary while they are disabled and unable to work due to their own serious medical condition. The Long-term Disability policy begins paying on day 75 of disability.

If an employee is receiving Long-term Disability salary continuation, their health insurance benefit is put in a Premium Waiver status - ensuring health insurance is free for the employee while their coverage stays in-force.

Teacher Sick Leave Bank

- Teachers are eligible to utilize the Teacher Sick Leave Bank (TSLB) if they are disabled and unable to work or if they are caring for a family member who has a serious medical condition.

To access the TSLB, a teacher must use up all of their own Personal Illness as well as a 11-day wait period. TSLB will ensure pay for the teacher until day 74 of their disability and then coverage switches to Long-term Disability.

All new teachers contribute 1 Personal Illness day to the TSLB when they are hired and teachers who resign contribute their Personal Illness balance to the TSLB. The TSLB currently has approximately 21,500 days available for teachers to access (covering approximately 490 absences).

We recognize that the TSLB is not available to any non-teaching staff, causing inequities and disparities for our lowest-paid staff. The employee handbook would need to be updated to change the program and employee eligibility.

Types of Leave

There are a variety of leave options available to employees, with many having access to the Paid Time Off and Salary Continuation benefits listed above. Below you will find the leave options available to employees, along with a brief description of the time off available.

Family and Medical Leave (FMLA)

- FMLA is available to employees for their own serious medical condition, to care for a family member with a serious medical condition, for the birth of a child and for military exigency reasons. FMLA is limited to 12 weeks of time off every year.
 - Employees on FMLA may have access to paid time off using Personal Illness and Vacation. Additionally, employees on FMLA due to their own serious medical condition can access Short-term Disability, Long-term Disability and Teacher Sick Leave Bank (teachers only).
 - Employees on FMLA continue their benefits eligibility and may transition to Premium Waiver for health insurance.

Medical Leave

- Medical leave is an extension to FMLA and protects the employee's employment for up to 2 years. Medical leave is available to employees who are unable to work for their own serious medical condition.
 - Employees on Medical leave may have access to paid time off using Personal Illness, Vacation, Short-term Disability, Long-term Disability and Teacher Sick Leave Bank (teachers only).
 - Employees on medical leave continue their benefits eligibility and may transition to Premium Waiver for health insurance.

Birth of a child, adoption or foster placement

- This leave is available for employees. Employees are eligible for up to 12 weeks off under FMLA regulations.
 - Employees on this leave may have access to paid time off on a case-by-case basis.

Childrearing

- Childrearing leave is an extension of the birth of child, adoption or foster placement leave. This leave is an unpaid leave, allowing an employee to take up to a year off for any child under school age. A childrearing leave protects the employees job and allows them to return to their position at the end of their leave.
 - Employees on childrearing are not eligible for benefits. The Human Resources team works with these employees on benefit options, including: transitioning to a

spouse/domestic partners benefits, enrolling in a more affordable plan through the Marketplace or continuing MMSD's benefits at the full cost.

Additional Leaves

- In addition to the leaves listed above, employees may take time off due to Military deployment, bereavement and other reasons outlined in the handbook
- An Other Leave of Absence is available to all employees when all other leave and accommodation options are exhausted. An Other Leave of Absence is up to one year long, is unpaid and protects the employee's job while allowing them to return to their position at the end of their leave. The Human Resources Team works with the employee closely to determine if any other options are available prior to recommending this type of leave.
 - Employees on an Other Leave are not eligible for benefits. The Human Resources team works with these employees on benefit options, including: transitioning to a spouse/domestic partners benefits, enrolling in a more affordable plan through the Marketplace or continuing MMSD's benefits at the full cost.

Help is Available

We recommend employees reach out to the HR Leave of Absence team to discuss their options and build a plan of action. Employees can reach out to the team at leaves@madison.k12.wi.us or hop on to any of the daily zoom meetings office hours (Monday - Friday) from [7:30 am to 8:30 am](#) or from [3:30 pm to 5:00 pm](#). If these times do not work for the employee, HR will work with them to find a better time to connect.

More information can be found on the [Leave of Absence website](#) and questions/concerns can be emailed to leaves@madison.k12.wi.us.

Handbook Update: February 18, 2021

Since our update in January we have weekly meetings scheduled with MTI to develop our strategy for the comprehensive review of recruitment, engagement and retention efforts and surplus, unilateral transfer and layoff procedures with the initial step being the revision of the current surplus/ layoff language. The focus of that revision is to establish meaningful criteria for making these decisions where seniority is not the sole decision point given that seniority is not an indicator of qualifications or performance. Upon determining the applicable criteria we are developing a corresponding rubric to measure that criteria.

As we have worked through this process and proposed that Educator Effectiveness scores be used as a measure of performance, it was highlighted as an area of discussion and concern. Given those concerns we expanded our thinking and introduced the more specific teacher driven portion of the process which is incorporating the SLO/PPG piece into the overall draft rubric. Other criteria that have been discussed and agreed on for the most part are seniority, academic credentials/certifications, previous relevant experience and additional language proficiency.

As we advised at the January OWG meeting we have reached consensus regarding initial modifications to the surplus language([Surplus Revisions](#)) that we will implement during this upcoming staffing cycle(starting this month). The Board will vote on these initial changes at the Regular Board meeting on February 22nd.

The full recommendation to the Superintendent will include this surplus language in addition to other changes, including layoff language and rubrics to be voted on in March 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.*