



# WEEKLY UPDATE TO THE BOARD OF EDUCATION

October 14, 2021

## A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week, which marks the seventh week of our fall semester, has certainly been eventful. Throughout this week, our district staff have been leaning forward together with humanity and intentionality, as we work to ensure all our learning spaces are places where students and staff can thrive.

Throughout this week, district staff have worked intentionally and collaboratively with the staff at East High to demonstrate humanity as we continue to listen to the voices of students relative to the issue of sexual assault. As we refine our policies and practices around this important and sensitive subject, district leaders must work in a co-creative manner with students and staff at the building level. Their insights and experiences yield powerful information which elevates the human decency of our planning and implementation efforts.

During this week's Operations Work Group (OWG) meeting, several examples of the power of co-creation between district staff and school board members emerged. The level of understanding about fiscal nuances, challenges, and strategic options was enhanced by the informed and spirited discussion about our budget and tax levy. Similarly, our collective intelligence about the nuances and limits of using technological tools to enhance safety and security was elevated during our engagement in the policies discussion. We can lean forward together to address complex issues if we continue embracing the process of co-creation, which unlocks the energy and synergy of our collective intelligence.

I would like to close this week's observations by acknowledging our community and nation recognized Monday, October 11<sup>th</sup> as "National Coming Out Day." This day was created to commemorate the National March on Washington for Gay and Lesbian Rights in 1987 and continues to be important to the efforts of members of the LGBTQIA+ community to share and live authentically. MMSD continues to be a leader in refining our policies and practices to support the ability of our LGBTQIA+ students and staff to thrive in all our learning spaces.

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

Sincerely,

*Carlton*

Carlton D. Jenkins, Ph.D.

## BOARD OF EDUCATION QUESTIONS



### **WestEd Executive Summary**

Attached please find the executive summary of the WestEd study as mentioned during the October Instruction Work Group meeting. Further information around this report and MMSD Special Education will be provided in the upcoming weeks.

## OTHER INFORMATION



### **Community metrics for the most recent two-week window (Sept 20 -Oct 3):**

1. Average **daily case count is 131.5** and is trending up
2. Average **daily percent positivity is 3.3%**
3. Percent with **at least one vaccine dose is 73.9%** - *85.4% of the eligible population (12+)*
4. Percent **fully vaccinated is 71.2%** - *82.3% of the eligible population (12+)*

For more information, check out the [PHMDC Oct 7 Data Snapshot](#) and other associated resources on the PHMDC website.



### **Weekly Metrics and Ops Recordings and Agendas:**

October 12: Metrics Meeting [Agenda](#) & [Recording](#)

No Operations meeting this week



### **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.



### **Proposed Consent Agenda**

Attached is a list of all the proposed consent items for the October 25, 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, October 14.**

**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](#)

- ✓ **MSCR Traveling Feast Lunch Tour - Saturday, October 16, from 8:30am-5:30pm**  
Cost: \$100 for MMSD residents  
Where: Tour to Milwaukee  
What: Tour Milwaukee's German, Polish, Italian and Irish neighborhoods while trying different ethnic and cultural foods. There will be sites and stops to shop at Old World 3rd Street, Brady Street, and Milwaukee Public Market. Tickets can be [found here](#) (deadline Oct. 1)
  
- ✓ **Family Fall Festival - Tuesday, Oct. 19 (all from 5-7pm)**  
Cost: Free  
Where: Allied Family Center (Oct. 5), McKenzie Family Center (Oct. 12), Taft Street Club (Oct. 19)  
What: The Boys & Girls Clubs of Dace County along with sponsors The River Food Pantry, Thermo Fischer Scientific and Lions Clubs International, are hosting several Fall Family Festivals featuring a Family Market, At Home Stem Kids and Free Vision Screening. Registration info for each event found here: [Allied Family Center](#), [McKenzie Family Center](#), [Taft Street Club](#)
  
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- ✓ **The Dia de los Muertos Story Sharing and Celebration - Monday, November 8 at 6pm**  
Cost: Free (Rotunda Lobby)  
Where: Overture Center  
What: The Dia de los Muertos (Day of the Deceased) story sharing and celebration will be held at the Overture Center and the celebration will honor ancestors who have passed. Alters will be around the rotunda for public viewing. More info can be [found here](#).
  
- ✓ **Friday Night Lecture: Letting Go of Perfect - Friday, November 19, from 7pm-8:15pm**  
Cost: Free  
Where: Virtual Facebook event

*What:* Kadampa Meditation Center Madison is hosting a virtual event around mindfulness and living stress-free without having to feel “perfect” Gen Kelsang Gomlam, teacher of Kadam Dharma, will provide insights on ways to understand and alleviate stress. More info can be [found here](#).

✓ **Fair Trade Holiday Festival - Saturday, December 4, from 8am-3pm**

*Cost:* Free to attend

*Where:* Monona Terrace Community and Convention Center

*What:* Madison’s premier shopping/trade event for the holidays featuring many vendors. One featured item is the All-Kids 2022 International Calendar. More info can be [found here](#).

## OUR UPCOMING BOARD CALENDAR

- Thurs., Oct. 14, 6 p.m.      Memorial Renaming Citizens’ Ad Hoc  
Virtual
- Fri., Oct. 15, 8 a.m.      BOE Retreat  
Madison College-Goodman South Campus  
2429 Perry Street, Rooms 201 and 203
- Week of October 18      Board member briefings  
Virtual
- Mon., Oct. 25, 9 a.m.      Board Officers  
Virtual
- Mon., Oct. 25, 6 p.m.      BOE REGULAR MEETING  
Virtual
- Wed., Oct. 27, 5 p.m.      Student Senate  
Virtual

## ITEMS ATTACHED FOR INFORMATION

1. WestEd executive summary
2. Proposed October 2021 consent agenda
3. Weekly news report

# Madison Metropolitan School District

Special Education Review, December 2019–  
March 2021

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**WestEd**

**The Improve Group**

*Authors: Cecelia Dodge, Kristy Lai, WestEd*

# Executive Summary, Including Overarching Findings and Recommendations

This evaluation looked at multiple questions about how students who receive special education in Madison Metropolitan School District (MMSD) are served. It also looked at the progress that MMSD has made on the goals of a special education improvement plan (Madison Metropolitan School District 2016–2019 Special Education Plan; written by the Department of Student Services, “the Plan”) that has been implemented since 2016.

The original timeline of this evaluation had work wrapping up in June 2020, but the timeline was extended to March of 2021 because of the COVID-19 pandemic, in hopes that we (the evaluators) could conduct school visits. It is undeniable that the pandemic has caused learning to be disrupted for public school students across the country, and students who were already struggling, and students with disabilities, have been significantly impacted. As MMSD transitions to post-pandemic learning models, it is especially critical that the findings and recommendations in this report be taken seriously.

MMSD is a well-resourced school district. The recommendations in this report should be able to be implemented with existing staff as long as coordination and collaboration are improved.

This executive summary is designed to share the overarching, sometimes paraphrased for readability, findings and recommendations in the report so that it can be used as a stand-alone high-level summary of take-aways. A comprehensive report follows, for those who want or need to know more details. Finally, The Appendix provides many additional data tables and deeper analysis, for those who desire even more information.

## Overarching Findings

- Students with disabilities, especially students of color with disabilities, are not achieving or graduating at levels the district can celebrate.
- The district’s instructional and administrative infrastructure is not conducive to improved outcomes for students with disabilities.
- The district has many strengths upon which to build. These strengths are outlined throughout this report.
- While much progress has been made on the Plan, and many of the goals have been met, doubling down on it, in collaboration with general education partners, is necessary, especially in light of recent leadership turnover and the fallout from the global pandemic.

## Recommendations: Overall

- Renew efforts to address the unmet goals of the Plan by acknowledging areas of shared responsibility, allowing MMSD to double down on the most persistent challenges and barriers to implementation. Consider the use of implementation science to boost efforts.
- Reframe the work of improving outcomes for students with disabilities to reflect a district-level vision that improving outcomes for these students is a shared responsibility. There needs to be collective political will to push better implementation and use of existing resources, instead of adding more resources without shared vision and explicit purpose. Students with disabilities are, foremost, students of MMSD; almost all of the recommendations in this report are shared responsibilities—not only the responsibility of the Department of Student Services.

Additional recommendations are shared below, grouped by the goal areas of the Plan, and listed in the order of their priority within each goal area, rather than in the numeric order of their corresponding findings. There is not a 1:1 relationship between findings and recommendations below, as we believe the overall recommendations and the recommendations below address the most significant findings; and in following these, MMSD will be squarely on the path to address them all.

## Recommendations: Service Delivery for Students with Disabilities

*Evaluation questions: What additional professional development, administrative support, resources, policies and procedures, or assessments would be useful for the district or schools to provide to teachers and administrators in order to accelerate the learning of students with disabilities and significantly improve outcomes (academic, graduation rates, behavioral)? What additional professional development, administrative support, resources, or assessments would be useful for the Intensive Intervention, Alternative, and Specialized Program staff to accelerate the learning of students with disabilities and significantly improve outcomes (academic, graduation rates, behavioral, social-emotional support)?*

- School leaders and chiefs, should fully implement the Special Education Service Delivery Review in the collaborative spirit that it prescribes to ensure that all students with disabilities are provided equitable access to high-quality instruction across all schools/programs, to accelerate learning, and to significantly improve outcomes (Finding 6).
  - Take steps to make inclusion meaningful, and valued as an asset, in MMSD. High-leverage mechanisms for achieving this are in leadership, co-planning, and co-teaching (Finding 5).
  - What this looks like is co-planning instruction for all, inclusive practices, from the bottom – up, general and special education teachers, PSTs and instructional coaches, PSTs and special education administrators with

- Principals, and district-level special education administrators with Chiefs and others (Findings 5 and 6).
- Universal Design for Learning<sup>1</sup> (UDL) is recommended as a mechanism to coordinate service delivery planning and help make core instruction accessible to all. Principal leadership is needed. Grade-level teams or content teams, with special education, can identify learning targets and learning objectives, and can use UDL to provide onramps to instruction. UDL can help students meet the learning objectives.
  - Prioritize professional development for site administrators and general educators on special education. Consider increased use of coaching to support principals in understanding special education in the context of the school’s larger systems (Finding 7).
    - To facilitate successful IEP teams, support general educators and site administrators to review and understand a child’s IEP prior to the IEP meeting.
  - Make program guidance more accessible and easier for site administrators to use (Findings 6 and 7).
    - Pair the excellent written guidance documents with pragmatic and easy-to-use resources that are more streamlined for busy principals and special education staff and more cohesive organization of guidelines and resources.
  - Continue the availability and support of research-based tools for delivering specially designed instruction (Findings 2 and 3).
  - Adopt flexible, child-centered decision-making about service delivery post–COVID-19 (Finding 2).

## Recommendations: Curriculum, Instruction, and Professional Development

*Evaluation questions: What adjustments, systems, or practices should be made to ensure that all students with disabilities are provided equitable access to high-quality instruction across all schools/programs? What evidence-based instructional practices could be included to improve the learning outcomes of students with disabilities? What resources or professional learning do staff identify as important for improving the learning outcomes of dually identified students? What instructional practices improve the learning outcomes of dually identified students?*

These curriculum, instruction, and PD recommendations are not just about special education; this is really about addressing the equity issues in the district, overall.

- Adopt UDL as the framework to make curriculum, instruction, and professional development accessible to all and to improve outcomes for students, from struggling to gifted. UDL is recommended as a mechanism to coordinate the work and help make core instruction accessible to all. Grade-level teams or content teams, with special

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<sup>1</sup> See the Center for Applied Special Technology (CAST: <http://www.cast.org/>).

education, can identify learning targets and learning objectives, and use UDL to provide onramps to instruction. UDL can help all students, including English learners (ELs) and advanced learners (ALs), meet the learning objectives. Instructional planning is a must for such a diverse group of students as in MMSD (Finding 4).

- Assistive technology should be a proactive consideration in the development of MTSS and UDL. Special education assistive technology experts and the district’s instructional technology experts should work hand in hand to plan accessible instruction and materials proactively.
- Instruction, guided by UDL should also be guided by the foundational framework of Rigor, Relevance, and Relationships, created by Dr. Bill Daggett of the International Center for Leadership in Education<sup>2</sup>. Dr. Bettina reinforces the importance of rigor and relationships in her model for Black Excellence described in her book, *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*.
- Fully implement Multi-Tiered Systems of Support (MTSS) to improve student outcomes and facilitate academic and social/emotional success. Embed future plans to improve outcomes for students with disabilities within the context of the districtwide framework. Consider revising the districtwide framework to prioritize full implementation of MTSS and UDL (Finding 3).
  - Utilize UDL and MTSS as the primary equity initiatives, as both of these frameworks are “blank slates” that can be used to deliver culturally responsive instruction and trauma-informed practices. Culture is deep and wide. UDL can be a way to provide antiracist, culturally responsive teaching. “[B]y incorporating a range of learning strategies to address multiple perspectives, values, entry points, and opportunities for acquiring and demonstrating knowledge, educators can amplify the benefits of diversity.”<sup>3</sup>
  - MTSS implementation steps, from the Wisconsin RTI Center: <sup>4</sup> “MTSS PD—moving from training to implementation, five factors that facilitate sustained implementation of a culturally responsive multi-level system of support in Wisconsin.
    - Culturally responsive multi-level system of support is aligned with school goals, policies, vision, mission, and other programs.
    - Implementation teams are systematic and effective and play an active role in supporting implementation.
    - Teams regularly use data to plan and make changes.
    - Involve and support new personnel.
    - Continued efforts to re-energize.”
- Make a strong commitment to early literacy, including information and PD on strategies to help students who display early attention and reading problems, and Dyslexia.

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<sup>2</sup> <https://leadered.com/rigor-relevance-and-relationships-frameworks/>

<sup>3</sup> <https://www.facultyfocus.com/articles/course-design-ideas/culturally-responsive-teaching-and-udl/>

<sup>4</sup> <https://www.wisconsinrticenter.org/>

Students are coming into the system behind, and they do not catch up (Outcome Findings 1 and 2).

- Focus on meaningful implementation of standards, a coherent core instructional program, and a comprehensive approach to curriculum, instruction, and assessment (Outcome Finding 3). The current PD on LETRS is a great opportunity to drive some of the recommendations in this report, such as this one.
- Training of Special education assistants (SEAs) should be enhanced so that there is a more comprehensive training delivered, including education re IEPs. SEAs spend a large amount of time directly with students and their job is very challenging. They need more support and training in order to be most effective. Training could be designed to train SEAs over a period of time, beginning with learning about the children they will connect with immediately (Finding 6).
- School administrators, teachers, and SEAs need information and training on supporting students who have challenging behaviors, including Autism. Focus should be on research-based methods, such as those of Dr. Ross Greene<sup>5</sup> or Mona Delahooke<sup>6</sup>, and how these fit into existing multi-tiered systems of support (C&I, PD Finding 6, Service Delivery Findings 8, 7, Program Finding 1).

## Recommendations: Data Use and Accountability Systems

*Evaluation questions: What is the current organizational structure of the Department of Student Services? Does the current structure function to meet the needs of students with disabilities?*

- As part of implementation of MTSS, increase the use of formative assessment in general and special education settings (Finding 3).
- Implementing other recommendations in this report will allow special educators to better implement the IEP (Finding 4).
- Adjust district-level coordination and collaboration, as well as roles and responsibilities within the Department of Student Services, so that principals are held accountable and have the support and training they need in order to take responsibility for students with disabilities (Finding 7).
- Take steps within district-level leadership to embrace shared accountability for improving outcomes for students with disabilities and address the district-level silos that are barriers to achieving the goals of the Plan (Finding 6; Collaboration and Communication Finding 5).

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<sup>5</sup> <https://drrossgreene.com/>

<sup>6</sup> <https://monadelahooke.com/>

## Recommendations: Disproportionality

*Evaluation goal: Identify factors contributing to the disproportionate identification of students of color with disabilities and make recommendations for actions that significantly disrupt this pattern.*

- There is a need to increase staff cultural competence and dismantle racist practices. Dr. Love calls this the need to create new narratives and combat stereotypes.
- Many researchers recommend that staff become engaged in transformative practices. Dr. Alyssa Parr of the Center for Applied Research and Educational Improvement<sup>7</sup> has summarized these as: creating opportunities for staff to reflect critically on oppressive treatment of students; providing scaffolds so staff can make meaning from antiracist concepts or frameworks, at their own pace; and providing antiracist contexts from which individual staff can be supported to disrupt patterns of racism (Outcome Finding 5; Service Delivery Finding 5; Disproportionality Finding 4).
- Focus on adopting *antiracist and culturally responsive instructional practices* (the forth prong in Dr. Love’s Black Excellence model). Antiracist, culturally responsive instructional practices are best and most authentically driven through MTSS and UDL. Staff who are engaged in their own transformation are better able to engage in the antiracist and culturally responsible teaching practices that are needed.
- Double down on use of existing frameworks such as Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices, to (1) fully implement them; (2) ensure that they are culturally responsive and trauma-responsive to sharpen the equity focus and systemic nature of the work; and (3) ensure that they are aligned with/part of the MTSS (Outcome Finding 5; Service Delivery Finding 8; Disproportionality Findings 2 and 3). See the behavior PD recommendation in the section above.
- Review actual disciplinary practices against the requirements of the Behavior Education Plan (BEP) to address inconsistencies and to identify and address bias and patterns of racism; update the BEP accordingly to continue to reduce suspensions; provide training and support needed (Outcome Finding 5; Service Delivery Finding 8; Disproportionality Findings 2 and 3).
- Conduct a root cause analysis at each school and at the district level. We recommend the use of a nationally available, no-cost resource created by WestEd and the IDEA Data Center: The Success Gaps Toolkit <sup>8</sup>(Outcome Finding 5; Service Delivery Finding 8; Disproportionality Findings 2 and 3).

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<sup>7</sup> <https://www.cehd.umn.edu/carei/People/akparr.html>

<sup>8</sup> <https://ideadata.org/toolkits/>

## Recommendations: Recruiting, Hiring, Retention, and Placement of High-Quality Staff

*Evaluation questions: How does the Department of Student Services allocate human resources? How has that changed over time? Are there sufficient instructional supports available to K–12 students with disabilities? What instructional supports do comparison districts (districts similar in size and demographics) have?*

- Recruitment of special education teachers and related services providers needs to be more aggressive and earlier to increase hiring of qualified staff and decrease reliance on provisionally licensed staff; bilingual hires should be prioritized to improve outcomes for English learners (ELs) with disabilities (Staffing Finding 2 and 3).
  - Form partnerships with colleges and universities in the region to identify and hire top candidates prior to their graduation.
- Systematize the hiring of special education staff within the Human Resources Department so the process can withstand changes in HR personnel (Staffing Finding 2).
  - Include a process for schools to be involved in the hiring of their SEAs (Staffing finding 3).
- Conduct screening, interviewing, and hiring of special educators with input from experienced special education administrators (Staffing Finding 2).
- Add criteria for knowledge and beliefs about special education to the process for screening, interviewing, and hiring of principals and assistant principals (Curriculum, Instruction, and Professional Development Finding 7; Data Use and Accountability Systems Findings 4, 6, and 7; Collaboration and Communication Finding 5).
- Address inequitable placement of inexperienced, provisionally licensed staff to rectify challenges that are caused by the revolving door of inexperienced, provisionally licensed teachers being hired and assigned to the same schools year after year. Work toward changes that would facilitate placing the staff who are most qualified at the schools with the student needs that are most challenging. This includes placement of bilingual staff where they are needed most to improve outcomes for ELs with disabilities (Staffing Findings 2 and 3).
- To retain special education staff, especially cross-categorical teachers, make sure there is time set aside to train them on completing required documentation AND delivering specially designed instruction. Consider the use of stipends and mentors outside of the instructional day.

## Recommendations: Collaboration and Communication

- Create opportunities, including time, training, and structure, and expectations for collaboration between general and special education. Special education and English learners staff can play a strong collaborative role in MTSS and UDL, but need structures and a vision for collaboration and teaming (Finding 4).

- The Department of Student Services, in collaboration with others in MMSD who are responsible for parent and family engagement, should improve engagement and communication with parents from diverse linguistic and/or cultural backgrounds who have children with disabilities (Finding 3).
- Improve partnership with BIPOC families and increase efforts to engage the voices of students in their own education, as recommended by Dr. Bettina Love, in her Black Excellence model.
- Address the districtwide leadership and structural barriers to improving outcomes for students with disabilities, as described in this report (Finding 5).
  - Assure that district level special education administration is at the table when decisions are being made.
- Improve collaborative structures and processes so that ELL staff and advanced learning staff are consistently part of the IEP process and attend the IEP meetings of EIs and ALs with disabilities.
- Focus on a few key strategies to make the IEP process more welcoming and understandable to parents. (Examples: make sure IEP pages are numbered and dated, and acronym-free (Finding 3).

## Proposed Consent Agenda Items for October 25, 2021

### 10. Consent Agenda

10.1 Main Motion

10.2 Students Seeking Approval to Work on High School Equivalency Diplomas

10.3 Requests for Shortened Day Agreements

10.4 Interim Bills

10.5 Referendum Construction Bills

10.6 Approval to request reimbursement from Boys & Girls Club for tutor wages and AVID Tutor Coordinator.

In Workflow

Step: 7 of 7

Submitted by: Tim K Hernandez

Waiting for: Barbara Osborn

10.7 MTI CENTRS BIG IDEA Grant Justified Anger: Black History for a New Day vendor contract

In Workflow

Step: 6 of 7

Submitted by: Jessica Gagan

Waiting for: Jorge Covarrubias

10.8 Grant from the ESSER funds partnered with the Big Ideas funds to support access to the materials for a recording studio pursuant to Board Policy #6177

In Workflow

Step: 1 of 7

Submitted by: Roxanne Amundson

Waiting for: Kelly E Cook

10.9 Contract for Dr. Travis Scott Wright, Ed.D Associate Professor, Counseling Psychology and Early Childhood Education, UW-Madison

In Workflow

Step: 6 of 7

Submitted by: Ricardo Cruz

Waiting for: Sherry Terrell-Webb

10.10 Screening Service Agreement- AppGarden/ JD Paletine

In Workflow

Step: 7 of 7

Submitted by: Jessica Gagan

Waiting for: Barbara Osborn

10.11 Software Development - Web Based Staffing Allocation Tool

In Workflow

Step: 6 of 6

Submitted by: Peggy Maertz

Waiting for: Barbara Osborn

10.12 Request to Approval Renewal of Follett Resource Manager

In Workflow

Step: 8 of 8

Submitted by: Amanda J Klinkner

Waiting for: Barbara Osborn

10.13 Board of Education Consent Item – Manager Contracted Support

In Workflow

Step: 7 of 7

Submitted by: Mike M Starr

Waiting for: Barbara Osborn

10.14 Board of Education Consent Item –Olin Building Lakeside Facility Design

In Workflow

Step: 7 of 7

Submitted by: Mike M Starr

Waiting for: Barbara Osborn

10.15 Board of Education Consent Items –Referendum 2020 Design Assist Mechanical, Electrical, Plumbing and Fire Protection Preconstruction Services-Memorial HS, La Follette HS, and Southside ES

In Workflow

Step: 7 of 7

Submitted by: Mike M Starr

Waiting for: Barbara Osborn

10.16 Board of Education Consent Item –Referendum 2020 Furniture Vendors

## **Proposed Consent Agenda Items for October 25, 2021**

### **In Workflow**

Step: 7 of 7

Submitted by: Mike M Starr

Waiting for: Barbara Osborn

### **10.17 Board of Education Consent Items – Referendum 2020 Turf Vendor**

#### **In Workflow**

Step: 7 of 7

Submitted by: Mike M Starr

Waiting for: Barbara Osborn

### **10.18 Donation from American Family Insurance**

#### **In Workflow**

Step: 7 of 7

Submitted by: Dametra N Moore

Waiting for: Barbara Osborn

### **10.19 Grants and Donations under \$10,000.00**

### **10.20 Human Resources Transactions Report**



# WEEKLY NEWS REPORT

Edition: 10/14/21

NEWS ORG	NEWS HEADLINE & LINK
NBC 15	<a href="#">District responds to Madison East walkout; thanks students for speaking out</a>
Cap Times	<a href="#">How a Madison elementary school responded to four COVID-19 positives in one morning</a>
Cap Times	<a href="#">New research looks at student sense of belonging in Madison middle schools</a>
WI State Journal	<a href="#">Madison School District sees drop in new COVID cases and quarantines in past week</a>
WI State Journal	<a href="#">East High students call out principal, wage walkout to support survivors of sexual assault</a>
WI State Journal	<a href="#">Madison School District sees dozens of new COVID cases and quarantines in past week</a>
WI State Journal	<a href="#">East parents sue Madison School District for release of documents on hidden camera investigation</a>
Cap Times	<a href="#">50 COVID positives, 167 new quarantines over past week in Madison schools</a>
WI State Journal	<a href="#">Madison School Board to vote on banning hidden surveillance cameras</a>
Cap Times	<a href="#">MMSD enrollment drops by more than 1,000</a>
Fiorr Reports	<a href="#">Literacy materials get science of reading overhaul</a>
WI State Journal	<a href="#">East High students call out principal</a>