



## WEEKLY UPDATE TO THE BOARD OF EDUCATION

December 9, 2021

### A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week marks the sixth week of our second quarter. Throughout our district, we are witnessing evidence of students, staff, families, and community members leaning forward together in the midst of dealing with the COVID-19 global health pandemic as well as an ongoing pandemic of injustice. Our nation is currently grappling with an elevated level of COVID-19 cases due to the Delta variant, while scrambling to formulate a better understanding of a new variant of interest (Omicron). Also, recent incidents (and threats) of violence have reinforced the need to remain vigilant in the fight for human decency. As we address the social-emotional and mental health implications of these unprecedented times, our district is striving to be an important source of support for all our students, staff, and families.

MMSD is a highly diverse district which is pursuing excellence, while employing an equity and anti-racist lens in all our efforts. Therefore, we are working diligently to co-create and refine our policies and practices to support our aims of addressing disparities and accelerating learning for all students. One example of ongoing co-creation is our collaborative work with the University of Wisconsin-Madison's School of Education (UW SOE) on the Early Literacy and Beyond Task Force. This week, we received the task force's report, which detailed many recommendations for consideration in our effort to ensure all our students have a high level of literacy proficiency. Our combined work in this area is vital and important because literacy is the foundation for unlocking greater academic, employment, and social outcomes.

As we focus on accelerating learning in the midst of uncertain times, we continue to uplift the efforts of our community to assist us in addressing the needs of our students, staff, and families. As such, we continue to celebrate examples of the supportive efforts of individuals throughout our community. We are proud of the work of Moms on a Mission, which is striving to positively impact the climate at East High School, as well as our parents in other schools who are extending themselves in support of our students and staff. We are also appreciative of the efforts of our nurses and nursing assistants who are working diligently to help us all mitigate the spread of COVID-19. Moreover, we acknowledge the work of our staff who engage our students in co-curricular activities, which inspire resiliency, leadership, and creative expression. Finally, we illuminate the day-to-day work of our teachers, support staff, and administrators who make learning targets and educational standards come alive in our learning spaces.

As we strive to uplift our students, staff, families, and community members, I would like to thank you for your ongoing support and partnership in this transformative work. 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

- **Proposed Consent item 10.13—Comprehensive Energy Planning**  
During briefing this week, we had a question on this item. Below is the response.

*In response to the question regarding utilizing the Master Agreement for Pra services needed for item 10.13 Comprehensive Energy Planning:*

*Correct - the master agreement has expired; however, the Request for Proposal (RFP) that was utilized to solicit bids originally includes notes allowing (2) separate extensions of (1) year each.*

*After consulting with General Counsel, I can confirm that BOE approval is not required to exercise the contract amendment for extending it. However, as is typical, approval of the amounts over \$35K is required. The 10.13 consent agenda item is just that - requesting approval of the amount.*

*I hope this helps keep this important item on the agenda, as the grant has a deadline of Jan 15 for the first draft of the report.*

## OTHER INFORMATION

- **At-Risk of Not Graduating Plan**  
Attached is the annual report. This Plan is in the process of being moved to the Secondary Programs Department. There will be revisions for the Board to consider, including a title change, in July of 2022.
- **Wisconsin Association of School Boards 2022 Proposed Resolutions**  
The proposed resolutions were shared with the Board via email on December 7. This was the earliest date they were made available on their website. They are also sending hard copies, but they were not going out until December 8. They were also made available to those board members who had briefings on the 7<sup>th</sup> or after. We have also circulated these proposals among key staff members to look for any red flags that might prove to be problematic for the MMSD, but preliminary input suggested everything is good to go. The Board will be asked, as it has in the past, to direct Chris Gomez Schmidt, as the Board delegate to the convention this year, how to vote at the delegate assembly meeting in January.

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

- 12.7.2021 Metrics Meeting [Agenda](#) & [Recording](#)  
12.9.2021 Central Office and School Operations Meeting [Agenda](#) & [Recording](#)

➤ **Weekly News Report**

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

➤ **Community Events:**

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

- ✓ **MSCR 2021 Pottery Sale - Thursday, December 16, 2021 - Sunday, December 19, from 10am-2pm**  
*Cost:* Free  
*Where:* MSCR Hoyt  
*What:* The annual MSCR 2021 Pottery Sale is a great weekend event that allows shoppers to choose from hundreds of locally made pottery art. Proceeds benefit the MSCR pottery program. The full schedule and further info can be [found here](#).
- ✓ **National African American Parent Involvement Day/Read Your Heart Out Info Sessions - Thursday, January 6, from 3:40-4:30 p.m. and 4:45-5:45 p.m.**  
*Cost:* Free  
*Where:* RYHO - Virtual  
*What:* Read Your Heart Out (RYHO) will take place in celebration of National African American Parent Involvement Day (NAAPID). RYHO will be a virtual celebration again for the 2022 event. The Core Central Office NAAPID/RYHO team will be hosting two information sessions for schools on Thursday, January 6, from 3:40-4:30 p.m. and 4:45-5:45 p.m.
- ✓ **36th Annual 2022 Dream Ball & Silent Auction - Saturday, January 15, 2022 (time TBD)**  
*Cost:* Donations accepted, to attend - TBD  
*Where:* TBD (in the past has been at Monona Terrace)  
*What:* Hosted by Women in Focus Inc., the 36th annual Dream Ball and Silent Auction will take place on **Saturday, Jan. 15**, (time & location TBD). This event helps to commemorate the work and life of Dr. Martin Luther King, Jr. Further info can be found [here](#).
- ✓ **Stand Up for Recovery Day - Wisconsin - Wednesday, January 19, from 9am-3pm**  
*Cost:* Free  
*Where:* Wisconsin State Capitol

*What:* Every year hundreds of recovery supporters gather around the US for Stand Up for Recovery Day. WI Voices Recovery is a statewide project with a goal of bringing people in recovery, their family members, and supporters together. More info on the event can be [found here](#).

✓ **2022 Urban League of Greater Madison MLK Outstanding Your Person Awards - date & location TBD**

*Cost:* TBD (if MLK Youth Breakfast takes place)

*Where:* Urban League of Greater Madison or virtually

*What:* Annually, the Urban League celebrates the achievements of outstanding young people from Dane County in honor of Dr. Martin Luther King Jr. It is still undetermined if the annual MLK Youth Recognition Breakfast will take place, but the award recipients will be honored equally. Nominations for these awards can be submitted until December 10, 2021. More info on this event can be [found here](#).

## OUR UPCOMING BOARD CALENDAR

- Mon., Dec. 13, 9 a.m. Board Officers  
Virtual
  - Mon., Dec. 13, 6 p.m. Regular BOE Meeting  
Doyle Room 103/Virtual
  - Wed., Dec. 15, 5 p.m. Student Senate  
Virtual
  - Week of December 20 WINTER BREAK
  - Week of December 27 WINTER BREAK
- 
- Mon., Jan. 10, 9 a.m. Board Officers  
Virtual
  - Mon., Jan. 10, 5 p.m. Instruction Work Group  
Doyle 103/Virtual
  - Wed., Jan. 12, 5:30 p.m. City Education Committee  
Virtual
  - Fri., Jan. 14, 8 a.m. Restorative Justice Training  
TBD
  - Mon., Jan. 17 MMSD Holiday—Martin Luther King, Jr. Day

- Tues., Jan. 18, 5 p.m. Operations Work Group  
Doyle 103/Virtual
- Jan. 19-21 2022 Joint State Education Convention  
Milwaukee
- Week of January 24 Board member briefings
- Mon., Jan. 24, 5 p.m. Restorative Justice Training  
TBD
- Tues., Jan. 25, 4 p.m. Student Senate  
Virtual
- Fri., Jan. 28, 8 a.m. Restorative Justice Training  
TBD
- Mon., Jan. 31, 9 a.m. Board Officers  
Virtual
- Mon., Jan. 31, 6 p.m. Regular BOE meeting  
Doyle auditorium/virtual

## ITEMS ATTACHED FOR INFORMATION

1. Annual report of At-Risk of Not Graduating Plan (memo and data)
2. WASB 2022 proposed resolutions
3. News Report

**TO:** Members of the Board of Education

**FROM:** Caroline Racine Gilles, Executive Director, Assessment & Learning Supports  
Cynthia Green, Executive Director, Secondary Programs  
Marvin Pryor, Chief Academic Officer

**DATE:** December 6, 2021

**SUBJECT:** At-Risk of Not Graduating Plan - Outcome Data

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In accordance with state statutes and the Wisconsin Department of Public Instruction (DPI) regulations, the Board of Education must establish a process for identifying students at-risk of not graduating from high school, and annually, develop a plan for meeting the needs of those students in order to better prepare them for successful graduation. Our plan, which was approved initially in October of 2016, and subsequently re-approved annually with the most recent BOE approval occurring on July 26, 2021, sets forth the means by which MMSD will identify students at-risk of not graduating and provide them with appropriate and adequate academic and social-emotional supports and intervention in order to obtain their high school diploma and successfully graduate college, career, and community ready.

The District recently obtained all the necessary data to report on the outcomes of the interventions implemented pursuant to the At-Risk Plan. Pursuant to the Family Educational Rights and Privacy Act (FERPA; 34 CFR 99.3 et seq.) and Wisconsin Statutes related to Student Records (Wis. Stat. 118.125(1)(d)), the Madison Metropolitan School District has withheld all identifiable information, specifically information of very small populations of fewer than seven students, that can be used to distinguish or identify a student either directly or indirectly in combination with other information. That data is attached.

By way of explanation, the left-hand column of page 1 lists each of the District's schools and the number of students, by grade, who were identified as being at-risk of not graduating. The right-hand column sets forth the number of students identified by grade and ethnicity, low-income status, disability, ELL, and gender. Please note that, by definition, students may only be identified as at-risk of not graduating if they are in grades 5 through 12. When looking at the data, the number of students being identified as at-risk of not graduating is consistent when compared to last year. We hypothesize that the numbers for 20-21 were consistent with 19-20 numbers due to the low participation rate for one of the main criteria, the Forward Exam (5-8).

The second page of the data demonstrates the influx of students that are identified and de-identified as at-risk of not graduating. To provide an example, the first table on the second page demonstrates

the number of students identified as at-risk, by grade level, during the 2018-2019, 2019-2020, and 2020-2021 school years. For example, in 2018-2019, 149 eighth graders were identified as at-risk of not graduating.

The first table can be compared to the second table, which identifies the number of students, by grade level, who were newly identified as at-risk or continuing to be identified as at-risk. Again, taking eighth grade as our example, in the 2018-19 school year, 98 eighth grade students were newly identified as at-risk. If we subtract this number from the total number of students (149) in Table 1, we can determine the number of students either continuing to be at risk or reemerging as at risk (51 students). This data helps us understand the impact of school-based plans, and answers the question, *“are students moving off the list?”*

Finally, the charts on the bottom half of the data report indicate the percentage of students who were removed from the at-risk list at the conclusion of the 2020-21 school year (i.e. the students who no longer qualified pursuant to the at-risk of not graduating criteria). Again, using eighth grade as our example, 95% of all students identified as at-risk from the 2019-2020 school year were no longer at-risk by the conclusion of the 2020-2021 school year. As another example at the eighth grade level, 92% of African American students who were identified as at-risk of not graduating from the 2019-2020 school year were no longer identified as at-risk at the conclusion of the 2020-2021 school year.

In general, we find that students who have been determined to be at risk of not graduating also tend to disproportionately identify as a student of color from lower income backgrounds. Examining the second page of the report further, we see the number of students designated as at risk tends to peak around grades 8, 10 and 11. Additionally, as grades progress, fewer new students are designated as at risk. As the overall count of students at-risk of not graduating grows with fewer new students, this suggests that students who were previously off list tend to be designated as at risk again, allowing us to infer that there is less volatility around whether students are at risk in higher grades.

# At Risk Student Update

Reflects At Risk data from December 1, 2021

The summary of the DPI At Risk list for the 2021-22 school year is based on student data for the 2020-21 school year. Numbers for 2020-21 were lower due to the fact that participation rates for one of the main criteria, the Forward exam, were significantly lower in the Spring due to COVID-19.

## Schools, By Grade

	05	06	07	08	09	10	11	12	Total
Allis	*								*
Elvehjem	*								*
Falk	*								*
Gompers	*								*
Hawthorne	*								*
Henderson	*								*
Huegel	*								*
Kennedy	*								*
Lake View	*								*
Leopold	*								*
Lincoln	*								*
Mendota	*								*
Muir	*								*
Olson	*								*
Randall	*								*
Sandburg	*								*
Grade Level Total	25								25
Black Hawk		*	*	14					19
Cherokee		*	8	9					21
Hamilton			*	*					*
Jefferson		*	11	17					33
O'Keeffe		*	*	*					10
Sennett		*	*	20					25
Sherman		*	*	11					16
Spring Harbor				10					10
Toki		*	10	11					23
Whitehorse		*	*	8					11
Wright				*					*
Grade Level Total		22	42	108					172
Capital				*	14	37	*		54
East				*	15	25	28		71
Innovative & Alt					*	*	54		64
La Follette				*	*	23	29		64
Memorial				*	29	29	32		96
Metro School					*	*	*		9
Shabazz						*	*		*
West				*	23	31	26		84
Grade Level Total					20	92	158	179	449
<b>Total</b>	25	22	42	108	20	92	158	179	646

## Race/Ethnicity, By Grade

	05	06	07	08	09	10	11	12	Total
American Indian/Alaska Native				*		*			*
Asian		*	*	*		*	*	*	13 (2%)
Black or African American	18 (72%)	10 (45%)	24 (57%)	58 (54%)	13 (65%)	34 (37%)	68 (43%)	87 (49%)	312 (48%)
Hispanic/Latino	*	*	11 (26%)	20 (19%)	*	35 (38%)	52 (33%)	49 (27%)	182 (28%)
Multiracial	*	*	*	14 (13%)	*	9 (10%)	17 (11%)	14 (8%)	64 (10%)
White	*	*	*	14 (13%)	*	11 (12%)	19 (12%)	23 (13%)	73 (11%)

## Race/Ethnicity, By Grade

Female	12 (48%)	12 (55%)	22 (52%)	45 (42%)	10 (50%)	41 (45%)	70 (44%)	54 (30%)	266 (41%)
Male	13 (52%)	10 (45%)	20 (48%)	63 (58%)	10 (50%)	51 (55%)	88 (56%)	125 (70%)	380 (59%)

## Income Status, By Grade

Low Income	24 (96%)	21 (95%)	41 (98%)	89 (82%)	17 (85%)	73 (79%)	125 (79%)	103 (58%)	493 (76%)
Not Low Income	*	*	*	19 (18%)	*	19 (21%)	33 (21%)	76 (42%)	153 (24%)

## ELL Status, By Grade

ELL	*	*	8 (19%)	13 (12%)	*	33 (36%)	44 (28%)	50 (28%)	161 (25%)
Not ELL	21 (84%)	18 (82%)	34 (81%)	95 (88%)	15 (75%)	59 (64%)	114 (72%)	129 (72%)	485 (75%)

## Disability Status, By Grade

Not Special Ed	22 (88%)	16 (73%)	26 (62%)	83 (77%)	*	66 (72%)	102 (65%)	109 (61%)	431 (67%)
Special Ed	*	*	16 (38%)	25 (23%)	13 (65%)	26 (28%)	56 (35%)	70 (39%)	215 (33%)



# New and Total At Risk Student Count

The following two tables refer to the years a student was "tagged", or the year the student's data was used to identify them as at risk of not graduating.

New students are students who have never been considered at risk. For 7th graders in 2020-2021, some had been identified as at risk in 2018-2019. The percentage under each number is the percent of new at risk students over the total.

## Total At Risk Students, by Grade

	05	06	07	08	09	10	11	12	Overall
2018-2019	<b>81</b>	<b>117</b>	<b>142</b>	<b>149</b>	<b>138</b>	<b>221</b>	<b>178</b>	<b>196</b>	<b>1222</b>
2019-2020				<b>76</b>	<b>24</b>	<b>127</b>	<b>171</b>	<b>161</b>	<b>559</b>
2020-2021	<b>25</b>	<b>22</b>	<b>42</b>	<b>108</b>	<b>20</b>	<b>93</b>	<b>159</b>	<b>179</b>	<b>648</b>

## New At Risk Students, by Grade

	05	06	07	08	09	10	11	12	Overall
2018-2019	<b>81</b> (100%)	<b>77</b> (66%)	<b>82</b> (58%)	<b>85</b> (57%)	<b>65</b> (47%)	<b>111</b> (50%)	<b>82</b> (46%)	<b>59</b> (30%)	<b>642</b> (53%)
2019-2020				<b>24</b> (32%)	<b>13</b> (54%)	<b>50</b> (39%)	<b>61</b> (36%)	<b>41</b> (25%)	<b>189</b> (34%)
2020-2021	<b>25</b> (100%)	<b>22</b> (100%)	<b>32</b> (76%)	<b>64</b> (59%)	<b>8</b> (40%)	<b>46</b> (49%)	<b>36</b> (23%)	<b>23</b> (13%)	<b>256</b> (40%)

# Percent of Students No Longer Considered At Risk (Off List)

The data below is for the report school year, 2020-2021, the first year these students are not considered At Risk.

To read these tables, consider the top table, where 76 8th graders were at risk. The next table shows that 24 of these students were new. Taking a look at those overall off list, 72 were no longer considered at risk the next year. These numbers may not add up due to some students being "off list" one year and back the following, but not be considered new again.

## Overall, by Grade

	08	09	10	11	12	Overall
	<b>72</b> (95%)	<b>14</b> (58%)	<b>56</b> (44%)	<b>66</b> (39%)	<b>127</b> (79%)	<b>335</b> (60%)

## ELL Status, by Grade

	08	09	10	11	12	Overall
Not ELL	<b>69</b> (96%)	<b>8</b> (53%)	<b>44</b> (46%)	<b>46</b> (38%)	<b>94</b> (78%)	<b>261</b> (61%)
ELL	*	*	<b>12</b> (39%)	<b>20</b> (41%)	<b>33</b> (83%)	<b>74</b> (56%)

## Race/Ethnicity, by Grade

American Indian/Alaska Native	*	*	*	*	*	*
Asian		*	*	*	*	<b>12</b> (75%)
Black or African American	<b>34</b> (92%)	*	<b>22</b> (40%)	<b>26</b> (34%)	<b>60</b> (74%)	<b>148</b> (57%)
Hispanic/ Latino	<b>13</b> (93%)	*	<b>15</b> (39%)	<b>20</b> (41%)	<b>34</b> (85%)	<b>86</b> (58%)
Multiracial	<b>13</b> (100%)	*	*	*	<b>11</b> (79%)	<b>39</b> (68%)
White	<b>11</b> (100%)	*	<b>10</b> (56%)	<b>10</b> (40%)	<b>15</b> (83%)	<b>47</b> (64%)

## Gender, by Grade

Female	<b>33</b> (97%)	*	<b>31</b> (56%)	<b>30</b> (49%)	<b>48</b> (80%)	<b>145</b> (67%)
Male	<b>39</b> (93%)	<b>11</b> (69%)	<b>25</b> (35%)	<b>36</b> (33%)	<b>79</b> (78%)	<b>190</b> (56%)

## Income Status, by Grade

Not Low Income	*	*	<b>25</b> (51%)	<b>24</b> (57%)	<b>81</b> (91%)	<b>139</b> (72%)
Low Income	<b>67</b> (96%)	<b>10</b> (63%)	<b>31</b> (40%)	<b>42</b> (33%)	<b>46</b> (64%)	<b>196</b> (54%)

## Disability Status, by Grade

Not Special Ed	<b>54</b> (96%)	*	<b>32</b> (42%)	<b>46</b> (40%)	<b>87</b> (88%)	<b>225</b> (62%)
Special Ed	<b>18</b> (90%)	<b>8</b> (73%)	<b>24</b> (48%)	<b>20</b> (36%)	<b>40</b> (65%)	<b>110</b> (56%)

1                                   **WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.**

2                                   Madison, Wisconsin

3                                   November 23, 2021

4  
5                                   **REPORT TO THE MEMBERSHIP ON PROPOSED 2022 RESOLUTIONS**

6                                   WASB Policy & Resolutions Committee

7                                   Barbara Herzog, Oshkosh Area School Board, Chair

8  
9  
10                                  **Resolution 22-01: *Safe Harbor Legislation***

11  
12                                  **Create:** The WASB supports passage of state legislation to protect youth who have been subject  
13 to child sex trafficking from criminal prosecution for prostitution.

14  
15                                  **Rationale:** Child sex trafficking has become a prevalent problem in Wisconsin, with all 72  
16 counties reporting occurrences. In recent years, overall reported occurrences have averaged  
17 roughly 100 per year. On average, child victims are only 13 years old when they are trafficked  
18 for the first time. Traffickers target runaway and homeless youth, particularly those with a  
19 history of sexual abuse and lure them into a cycle of abuse that is hard to escape for many  
20 reasons, including that child victims face potential prosecution under child prostitution laws.

21  
22                                  The board that proposed this resolution and other proponents of Safe Harbor legislation suggest  
23 that eliminating the threat of prosecution would have several benefits. It could: a) help enable  
24 victims to receive rehabilitative services and counseling; b) prevent traffickers from using the  
25 threat of criminalization as a way to keep control over the children being trafficked; and c)  
26 increase the likelihood that children who have been trafficked can and will testify against their  
27 abusers. Proponents note that after a similar law was enacted in Minnesota, convictions of  
28 traffickers quadrupled, in large part because child sex trafficking victims were more likely to  
29 testify against their abusers/traffickers. Adoption of a Safe Harbor law would bring Wisconsin  
30 law into conformity with the federal Trafficking Victims Protection Act, something 30 other  
31 states have already done by enacting similar provisions.

32  
33  
34                                  **Resolution 22-02: *Annual Inflationary or Greater Increases in Per Pupil Spendable***  
35 ***Resources***

36  
37                                  **Create:** The WASB supports annual increases in per pupil spendable resources for public school  
38 districts that meet or exceed inflation.

39  
40                                  **Rationale:** Under current law, lawmakers may provide additional spending authority to school  
41 districts in one of three ways: 1) by increasing per pupil revenue limits; 2) by providing an  
42 increase in per pupil categorical aid (which is outside revenue limits); or 3) by providing a  
43 combination of increased per pupil revenue limits and increased per pupil categorical aid. This  
44 resolution supports annual increases provided through any of these three mechanisms that meet  
45 or exceed the rate of inflation.

1 **Resolution 22-03: *Funding for Children with Disabilities***

2  
3 **Amend** the first paragraph of existing Resolution 2.31 to read as follows:

4  
5 **2.31 Funding for Children with Disabilities** The WASB supports increasing the special  
6 education categorical aid reimbursement level to not less than 60 percent of prior year  
7 eligible costs and maintaining funding at not less than this percentage each year  
8 thereafter *via a sum sufficient appropriation*. The WASB further supports the following  
9 provisions related to funding for children with disabilities:

10  
11 **Rationale:** This resolution calls for converting special education categorical aid from a sum  
12 certain appropriation to a *sum sufficient* appropriation, which would guarantee that the specified  
13 or promised percentage level of support is met. Providing special education categorical aid  
14 through a sum sufficient appropriation would mean that the Legislature must provide whatever  
15 amount of funding it takes to meet the promised percentage reimbursement level of support (in  
16 this case 60 percent).

17  
18  
19 **Resolution 22-04: *Advanced Learning***

20  
21 **Amend** existing Resolution 2.37 to add the following language:

22  
23 The WASB encourages that schools focus less on identifying “gifted” students and more  
24 on identifying and addressing unmet learning needs of students capable of high levels of  
25 achievement.

26  
27 The WASB further encourages districts to provide a variety of advanced programming  
28 opportunities for K-12 students, including acceleration options, and to offer opportunities  
29 to individuals such that students from every background are able to achieve at their  
30 highest possible levels.

31  
32 **Rationale:** State statutes mandate that each school board must “ensure that all gifted and talented  
33 pupils enrolled in the school district have access to a program for gifted and talented pupils” and  
34 that each school board must “provide access to an appropriate program for pupils identified as  
35 gifted or talented.” However, the state currently provides only \$474,400 per year in direct aid to  
36 school districts for gifted and talented programming. Prior to the enactment of 2021-23 state  
37 budget that amount was only \$237,200 per year.

38  
39 Advocates for gifted and talented students, such as the Wisconsin Association for the Talented  
40 and Gifted (WATG), have long decried that having a state mandate for identification and  
41 services for gifted and talented students does not necessarily guarantee their availability. The  
42 WATG argues that there is lack of clarity in the definition of “gifted and talented” and that due  
43 to that lack of clarity, schools should identify “needs” not “children.” This resolution  
44 encourages schools to provide relatively low-cost pathways to meet unmet learning needs of  
45 high achieving students such as by offering acceleration options. Acceleration options may  
46 include, but are not limited to, providing such things as: early admission to Kindergarten, first

1 grade or high school; curricular modifications; access to dual enrollment courses in high school;  
2 AP courses in high school; or international baccalaureate (IB) curricula, etc.

3  
4 **Resolution 22-05: *Broadening Staff Expenditures Eligible for State Categorical Aid for***  
5 ***School Mental Health Services***

6  
7 **Create:** The WASB supports legislation to broaden the scope of DPI-issued pupil services  
8 licenses eligible to qualify for state categorical aid for school mental health programs to include  
9 school social workers, school counselors, and school psychologists.

10  
11 **Rationale:** Broadening the scope of DPI-issued pupil services license categories eligible to  
12 qualify for state categorical aid for school mental health programs would enable schools to  
13 better meet student mental health needs and could enable a broader range of school district  
14 expenditures to qualify for state categorical aid for school mental health programs.

15  
16 Under current law, state categorical aid for school mental health programs is funded at \$12  
17 million per year and reimburses eligible districts and schools for school social worker service  
18 expenditures as follows: (a) 50% reimbursement of the increase in expenditures for school social  
19 worker services from one year to the next; and (b) a proportion of unreimbursed expenditures for  
20 school social workers, based on the amount remaining in the appropriation after payments are  
21 made under (a).

22  
23  
24 **Resolution 22-06: *Broadening the Scope of Mental Health Services Eligible for***  
25 ***Reimbursement***

26  
27 **Create:** The WASB supports legislation to broaden the scope of mental health service  
28 professionals eligible for reimbursement from the state to include licensed mental health social  
29 workers, licensed mental health counselors, licensed mental health psychologists, and  
30 community mental health coordinators.

31  
32 **Rationale:** Broadening the scope of mental health providers eligible to have their services  
33 reimbursed by the state to include licensed mental health social workers, licensed mental health  
34 counselors, licensed mental health psychologists, and community mental health coordinators  
35 would enable schools to better meet student mental health needs and would help to address  
36 unfunded mental health needs in Wisconsin schools.

37  
38  
39 **Resolution 22-07: *Curriculum and Professional Training on Asian Americans & Pacific***  
40 ***Islanders***

41  
42 **Create:** The WASB encourages Wisconsin public schools to develop an educational curriculum  
43 and professional training to teach the history, culture, and contributions of Asian Americans &  
44 Pacific Islanders to the economic, cultural, and social development of Wisconsin and the USA.  
45 The WASB also requests the state Legislature provide sufficient funding to develop an  
46 appropriate model curriculum and training package.

1 **Rationale:** “Asian Americans & Pacific Islanders (AAPI)” refers to those persons who trace  
2 their origins and ancestries back to the countries of East Asia, Southeast Asia, South Asia or the  
3 Pacific Islands. Asian Americans & Pacific Islanders have lived and worked in Wisconsin for  
4 over 100 years, and have contributed greatly to our state’s rich history, culture, economy, and  
5 public service.

6  
7 Between the 2010 to the 2020 Census periods, the population of Asian Americans & Pacific  
8 Islanders in Wisconsin grew 36% from 131,061 to 177,901 (consistent with the nationwide trend  
9 of 35.5% growth) – increasing significantly faster than the state’s overall growth rate of 3.6%.

10  
11 At the same time, the COVID-19 Pandemic and the Delta variant have engendered the targeting  
12 of Asian Americans & Pacific Islanders in WI and the USA with Anti-Asian hate and  
13 harassment. (According to the group *Stop AAPI Hate*, the number of anti-Asian hate incidents  
14 from March 2020 to June 2021 totaled 9,081 across the USA, with 4,533 in January-June 2021  
15 alone).

16  
17 This resolution aims to build greater understanding of Asian American & Pacific Islanders’  
18 economic, cultural, and other contributions to our state and nation. This in turn may reduce  
19 violence or threats of violence against Asian Americans & Pacific Islanders.

20  
21 Proponents of this resolution note that in 2021, Wisconsin lawmakers officially recognized the  
22 contributions of AAPI people in Wisconsin, including by recognizing May 2021 as Asian  
23 Pacific Islander Desi American (APIDA) Heritage Month and by designating May 14 annually  
24 as Hmong-Lao Veterans Day. Both these legislative resolutions received bipartisan support.

25  
26  
27  
28 **Resolution 22-08: WASB National Presence and/or National Association Membership**

29  
30 **Repeal and recreate** existing resolution 5.16 as follows:

31  
32 The WASB will maintain a national presence and/or membership in a national  
33 association(s) and will participate in and support that national presence and/or  
34 membership(s), when compatible with WASB programs and policies. The WASB urges  
35 members to actively participate in and support national presence activities and/or national  
36 association(s).

37  
38 **Rationale:** The WASB Board of Directors, under its authority as spelled out in the WASB  
39 Bylaws, may place resolutions before the Delegate Assembly.

40  
41 Under existing Resolution 5.16, the WASB is required to maintain membership in the National  
42 School Board Association (NSBA). The changes proposed by this resolution would require the  
43 WASB to maintain “a national presence and/or membership in a national association(s)” but that  
44 national association would not necessarily have to be the NSBA. These proposed changes would  
45 also not require the WASB to leave the NSBA. That decision would be up to the Board of  
46 Directors. The nature of the national presence and/or membership in a national association or  
47 associations would fall under the purview of the WASB Board of Directors.

1 **Resolution 22-09: Impact Aid**

2  
3 **Amend** existing Resolution 2.63 **Impact Aid** as follows:

4  
5 The WASB petitions the Wisconsin Legislature to adopt a joint resolution asking  
6 Congress to fully fund Impact Aid as it did from the creation of the program in 1950 until  
7 1969, and will also work with our national presence and/or a national association(s) ~~the~~  
8 ~~NSBA~~ to try to secure greater funding of Impact Aid, including by offering a proposed  
9 resolution to ~~the NSBA~~ a national association or associations urging ~~NSBA~~ it or them to  
10 lobby Congress for a similar increase in federal Impact Aid.

11  
12 **Rationale:** The WASB Board of Directors, under its authority as spelled out in the WASB  
13 Bylaws, may place resolutions before the Delegate Assembly.

14  
15 Under existing resolution 5.16, the WASB is required to maintain membership in the National  
16 School Board Association (NSBA). The proposed changes to resolution 5.16 in Resolution 22-08  
17 would require the WASB to maintain “a national presence and/or membership in a national  
18 association(s)” but the association(s) would not have to be the NSBA. The proposed changes to  
19 resolution 5.16 would also not require the WASB to leave the NSBA. The national presence  
20 and/or membership in a national association(s) decisions would be in the hands of the WASB  
21 Board of Directors.

22  
23 In light of the proposed changes to existing Resolution 5.16, existing Resolution 2.63 is likewise  
24 proposed to be amended because it directly refers to the NSBA. References to the NSBA in the  
25 existing resolution are replaced by references to a national association or associations and/or to a  
26 national presence.

27  
28  
29 **Resolution 22-10: Elementary and Secondary Education Act (ESEA)**

30  
31 **Amend** the first paragraph of existing Resolution 3.17 as follows:

32  
33 The WASB opposes a mandated national test. The WASB will work with our legislators,  
34 ~~the National School Boards Association,~~ our national presence and/or a national  
35 association(s), the Department of Public Instruction and other education groups to adapt  
36 the Elementary and Secondary Education Act to:

37  
38 **Rationale:** The WASB Board of Directors, under its authority as spelled out in the WASB  
39 Bylaws, may place resolutions before the Delegate Assembly.

40  
41 Under existing resolution 5.16, the WASB is required to maintain membership in the National  
42 School Board Association (NSBA). The proposed changes to resolution 5.16 in Resolution 22-08  
43 would require the WASB to maintain “a national presence and/or membership in a national  
44 association(s)” but the association would not have to be the NSBA. The proposed changes to  
45 resolution 5.16 would also not require the WASB to leave the NSBA. The national presence  
46 and/or membership decision would fall under the purview of the WASB Board of Directors.

1 In light of the proposed changes to existing Resolution 5.16, existing Resolution 3.17 is likewise  
2 proposed to be amended because it directly refers to the NSBA. References to the NSBA in the  
3 existing resolution are replaced by references to a national association or associations and/or to a  
4 national presence.



# WEEKLY NEWS REPORT

Edition: 12/09/21

NEWS ORG	NEWS HEADLINE/LINK
Cap Times	<a href="#">A day in the life of an MMSD nurse</a>
NBC-15	<a href="#">Bilingual volunteers connect spanish speakers with assistance</a>
WI State Journal	<a href="#">Lakeview Elementary: New Year celebration lets students in state's only Hmong bilingual program share traditions</a>
CBS-3	<a href="#">A MMSD staff member is making at difference at East High School</a>
Cap Times	<a href="#">COVID cases fall to a semester low</a>
Cap Times	<a href="#">Madison West students tackle climate change</a>
WI State Journal	<a href="#">Capital High partners with UW-Madison to offer college credit course</a>
CBS-3	<a href="#">MMSD protocols continue into second quarter</a>
Cap Times	<a href="#">Amid staff crisis in staffing, MMSD offers bonuses to staff</a>
Cap Times	<a href="#">Madison Memorial graduate a hit with personal development youtube channel</a>
Cap Times	<a href="#">Board member Carusi not running for re-election</a>
WI State Journal	<a href="#">Board campaigns heat up for spring elections</a>
News-1	<a href="#">MMSD Nurse an everyday hero</a>
NBC 15	<a href="#">School board approves name change to Memorial High School</a>
NBC 15	<a href="#">MMSD to receive \$3.5 million in state funds</a>
NBC 15	<a href="#">Schools struggle to cover teacher absences amid worker shortage</a>
WI State Journal	<a href="#">School bus driver shortage persists</a>
WI State Journal	<a href="#">MMSD Board member Vander Meulen calls for action on covid paid time off</a>