



WEEKLY UPDATE TO THE BOARD OF EDUCATION

March 17, 2022

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week, which marks the next to last week of our third quarter, has certainly been eventful. Despite our community and nation continuing to grapple with the effects of multiple pandemics and global political uncertainties, our students, staff, families, and community are showing signs of springing into new realities as they lean forward together.

During this time of year, we witness early indications of the winter season preparing to exit the stage and allowing spring to take a starring role. As we prepare for warmer temperatures and nature to begin blooming, we see signs of a new reality emerging despite ongoing pandemics. As such, we are encouraged by the return of events like Jefferson Middle School's 7th and 8th grade orchestra having a combined concert with Memorial High's orchestra. In addition, we celebrate our students engaging in friendly academic competitions such as Cherokee Middle School's 7th grade team which recently won our district's "Battle of the Books." Moreover, we applaud the La Follette High students who were mindful of COVID-19 mitigation strategies when lifting their voices in advocacy during a small outdoors demonstration yesterday.

As we celebrate leaning forward into new possibilities, we do not wish to belittle the ongoing and cumulative trauma associated with living through a time of multiple pandemics. Hence, we look forward to Friday's Staff and Student Mental Health Day. Next week is our last week before a greatly anticipated spring break, and the need for everyone to recharge their mental, physical, and social-emotional batteries is evident.

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

Sincerely,

Carlton

Carlton D. Jenkins, Ph.D.

BOARD OF EDUCATION QUESTIONS



Responses to 3/22/22 Consent Agenda Questions

Please see the attached list responding to all the questions posed about the consent agenda for Tuesday, March 22. Thank you for getting these questions to us in advance. The items below are addressed:

- 10.4: Interim Bills
- 10.6: Dear Diary
- 10.7: Core Instructional Materials for Algebra 1, Geometry, and Algebra II
- 10.8: Core Instructional Materials for Chemistry
- 10.15: AV Technology Upgrade
- 10.16: Emergency Contract for Food Purchases in 2022-23
- 10.31: Memorial Guaranteed Maximum Price
- 10.32: Owners' Rep



Follow-Up re: Feb. 28, 2022, Consent Item 10.11

This item was a commitment to a Data Sharing Agreement between MMSD and UW Green Bay's Consortium of Applied Research that allows for data sharing privileges for MSCR's fifteen 21st Century Community Learning Center grants. There is no cost for this program. A board member asked for a copy of the agreement, and it is attached to this *Weekly Update*. It addresses commitments to security (Section I) and the data that MMSD would be required to share (Appendix A). Please note this DSA is a new requirement by DPI for all Wisconsin School Districts that receive CLC funding. MSCR currently receives nearly \$1.6 million in these federal grants.



Follow-up to Question Posed at 2/14/22 Operations Work Group Meeting

A question was posed about the use of ESSER funding for students who might be diagnosed with acute v. chronic conditions.

In MMSD we continue to support student mental health by creating strong systems and structures to meet current and future needs. By hiring and supporting strong student services team members we believe that they will be able to plan and implement flexible, intentional supports and interventions. Specifically, we are working to strengthen and build upon the following framework:

1. Universal Supports
2. Tier 2/3 Identification
3. Referral for Supports/Interventions
4. Resources/Mental Health Navigation
5. Adult Wellness

For further discussion: [MMSD Guidance for Supporting Student Mental Health and Wellbeing: Framework and Resources](#)

This approach mirrors national advising from our Surgeon General: [Protecting Youth Mental Health: The US Surgeon General's Advisory 2021](#)

The board will see continued budget asks via ESSER funding to grow and supplement a strong foundation in programs and personnel.

OTHER INFORMATION

- **East High School Student Focus Group on Sexual Violence**
At my request, Kelly Cook, MMSD's Title IX Coordinator, has provided a summary of the weekly meetings happening at East High School.
- **Past, Present, and Future Directions of Assessment in MMSD**
Attached please find a memo providing background information, the current approach to assessment in MMSD, the importance and type of assessments, additional assessment information, and Vision 2040.
- **K-5 Core Instructional Resources Materials Adoption Process Update—Week of March 14, 2022**
Attached is an update on the two scenarios presented to the Board at the March 7, 2022, Instruction Work Group meeting for the procurement of literacy and biliteracy instructional resources. The Board will have another opportunity to engage with staff on the additional information at the April 4 Instruction Work Group meeting. Recommendations will be included on the April 25, 2022, Regular BOE meeting agenda for voting.
- **Special Education in MMSD**
As a follow up to the information shared via the *Weekly Update* on February 24, 2022, regarding disproportionality in MMSD special education, the links below have been updated for your reference.

[Disproportionality in MMSD Special Education March 2022](#)

[MMSD Disproportionality Data March 2022](#)

➤ **COVID Community Metrics:**

February 21 – March 6:

1. Average daily case count is 76, trending down
2. Average daily percent positivity is 3.7%
3. Percent with at least one vaccine dose is 83.3%
4. Percent fully vaccinated is 79.0%
5. Percent fully vaccinated (age 12+) & with a booster/third dose is 70.0%

For this snapshot, 62.6% of Dane County residents ages 5+ are up to date on their COVID vaccines, while 20.9% are fully vaccinated but not up to date, 4.5% are partially vaccinated, and 12.1% are not vaccinated. "Up to date" means a person has received all recommended COVID vaccines, including any booster dose(s) when eligible, according to CDC's recommendations.

If you are interested in more information, check out the further breakdowns provided in the [Mar 10 data snapshot](#) or on PHMDC's [dashboard](#).

➤ **Staffing Analysis**

Please see the attached updated report dated March 14, 2022, detailing our efforts to make sure our schools are staffed and remain open for student learning. This report also includes movement on a number of programs and processes.

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

3.15.2022 Weekly Metrics Meeting [Agenda](#) & [Recording](#)

3.17.2022 Biweekly School/Central Office Administrator District Ops Meeting [Agenda](#) and [Recording](#)

➤ **Articles of Interest**

NYT [“School Is Back in Person, but the Five-Day School Week Often Isn’t”](#)

➤ **Great Things Happening Around MMSD**

- Music to my ears! Jefferson Middle School 7th and 8th grade [orchestra students](#) performed, and then Memorial's orchestra took the stage in a combined concert on March 16.
- The Cherokee Heights [7th Grade team](#) won the district Battle of the Books competition. Congratulations!
- La Follette student demonstration displayed [student voice](#) and collaborative conversations.
- [Student wellness and safety](#) is focus of a new MMSD ad hoc committee.
- Scholars from Mendota Elementary spread [kindness](#) and community building.

➤ **Community Events:**

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

We are temporarily suspending this part of the *Weekly Update* until we can get our staffing capacity stabilized in this area.

OUR UPCOMING BOARD CALENDAR

- Thurs., Mar. 17, 5 p.m. Safety & Student Wellness Ad Hoc Committee Virtual
- Tues., Mar. 22, 6 p.m. Regular BOE meeting Doyle Auditorium/Virtual



ITEMS ATTACHED FOR INFORMATION

1. Responses to 3/22/22 consent agenda questions:
 - a. 11/22/21 consent memo re: Care Solace
 - b. 1/4/22 Health Services Update
 - c. Food & Nutrition response to emergency contract consent agenda questions
2. Data sharing agreement with UW Green Bay Consortium of Applied Research
3. Update on East High School Student Committee on Sexual Violence
4. Update on MMSD Assessments
5. Update on K-5 Core Instructional Resources Materials Adoption Process for Literacy and Biliteracy
6. Weekly Staffing Analysis—3.14.2022

Responses to 3/22/22 Consent Agenda Questions

10.4: Interim Bills

I am curious about a check written to Addiction Treatment Techn... because I would like to know what MMSD is currently doing to support students struggling with addiction. It's check 1161334, 2/24/22, \$155,504.

Please see the attached memo from the November 22, 2021, Regular meeting consent agenda that describes this work with Care Solace. Additional information was provided in the January 4, 2022, Health Services update. This memo is also attached to this *Weekly Update*.

10.6: Dear Diary

How many schools will participate in this program? Is there a limit to the number of scholars who can participate?

We anticipate 11 of our 12 middle schools participating in this program. Badger Rock Middle School already has Natural Circles of Support and CEOS of Tomorrow taking place that would include most of the girls they would have in the Dear Diary program. We are planning for approximately 15-20 girls per site participating in this program.

10.7: Core instructional materials for Algebra 1, Geometry, and Algebra II

Response to 10.7: Core instructional materials for Algebra 1, Geometry, and Algebra II

MMSD adopted new curricular materials for Algebra 1 and Geometry seven years ago. What are the issues with the current curriculum that we are addressing with the new core instructional materials?

The resources adopted for Algebra 1 and Geometry in 2015 from Carnegie Learning are no longer available from the vendor for ordering replacements for the student books. Noting this information, we discussed options with high school math department chairs and principals to determine our next steps. School leaders were supportive of a plan to engage in a review process to select new materials and we worked with them to set a timeline and plan for the process. In setting the criteria for the review process, we focused on identifying new resources that support anti-racist teaching practices with lessons that provide appropriate scaffolding for students across the breadth of math standards (giving appropriate attention to conceptual understanding, procedural fluency, and application). School teams identified these areas as issues with the Carnegie Learning resources and were found to be strengths in the recommended *Illustrative Mathematics* materials.

What is the annual replacement cost for workbooks and other expandable items with the new materials?

Estimated replacement cost per year: \$10 per student. Based on current enrollment, that would be approximately \$52,450 per year.

Responses to 3/22/22 Consent Agenda Questions

What are the differences between the Imagine Learning and Kendall Hunt offerings of Illustrative Mathematics?

Illustrative Mathematics curricular materials were designed at the University of Arizona. The curricular materials and professional development, which are authored by *Illustrative Mathematics*, are identical in both *Imagine Learning* and *Kendall Hunt*. This includes the teacher materials, instructional routines, lessons, assessments, student materials, support for all students, etc. *Imagine Learning* and *Kendall Hunt* are publishers who provide distinct online platforms and print materials for the *Illustrative Mathematics* curriculum.

<i>Imagine Learning</i> Includes:	<i>Kendall Hunt</i> Includes:
Printed student workbooks	Printed student workbooks
Printed teacher guides	Printed teacher guides
Online student materials (pdf or word format)	Online student materials (pdf or word format)
Online teacher materials (pdf or word format)	Online teacher materials (pdf or word format)
Interactive teacher materials (slides presentation)	-
Interactive student materials (lessons, homework practice, formative assessments)	-
Interactive student math discussion videos	-
Interactive assessment	-
Online student assessment data analysis showing progress on standards	-
Online family support material	-
Online teacher unit overviews for planning	-
Online embedded guidance on planning for unfinished learning.	-
Online student lesson summary videos	-
Online distance learning resources	-

Responses to 3/22/22 Consent Agenda Questions

Mathematical modeling lessons are embedded within the course sequence.	Mathematical modeling lessons are a separate page, not embedded within the course sequence.
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10.8: Core instructional materials for Chemistry

Response to 10.8: Core instructional materials for Chemistry

Why was only one textbook piloted at just 3 high schools?

During the summer, the Chemistry curriculum review team spent time to go in depth using our rubric and criteria to analyze the features of several textbook options. Through this process, the team identified *Inspire Chemistry* from McGraw Hill to be of high quality and the best option for our next steps for a pilot.

All high schools, including Shabazz City High School and Capital High, have been involved in the review of the chemistry resources and all schools were invited to pilot the *Inspire Chemistry* textbook this fall. The teams at Capital, Memorial, and Shabazz High Schools did not feel they were able to make a commitment to the full pilot process for the fall semester though they still had access to sample materials for examination and input in the review process.

Are all MMSD high schools adopting the new instructional materials?

Yes, all schools would be adopting the new instructional materials as these are the only Chemistry resources that would be supported by the district through integration with our learning management system and ongoing professional development. The requested purchase will provide materials for East, LaFollette, Memorial, Shabazz, and West High School to implement next year, with plans to purchase materials for Capital High School when needed (currently, there is not a Chemistry course scheduled for the 2022-2023 school year).

10.15: AV technology upgrade

What specific technologies are we purchasing?

This equipment is for the purpose of providing MMSD with needed digital audio/visual capabilities to support initiatives such as the student-led Dayton Street Studio project (student voice podcast channel), MMSD's website and social media content creation and the capability to leverage digital audio/visual content for MMSD storytelling and providing families district information. Our current inventory of audio/visual, editing and production technology is almost entirely obsolete. Most of our current equipment is no longer operable or between 10 and 15 years old and not compatible with today's digital platforms and technical requirements.

Equipment to completely upgrade to a digital audio/visual platform, with a focus on user friendly technologies to support student use and promote creativity:

Responses to 3/22/22 Consent Agenda Questions

- Camera's: multi-purpose for digital video and still photography for use in studio and to be assigned to schools
- Portable camera components: lenses, portable lighting, monitors, audio attachments, portable wireless microphones, portable battery power banks and chargers, mounts, tripods, gimbels, cases and camera mount cages
- Studio equipment: switchers, sliders, digital recorders, studio monitors, studio camera rigging, studio lighting, teleprompters, all necessary high capacity digital cables/connectors and adapters, studio microphones, pan/tilt heads and large capacity, ssd cards etc.
- Mobile Livestream production equipment: portable livestream switcher kit, digital recorders and mobile livestream production equipment
- Audio/voice-over recording equipment: digital audio recorder, audio leveler, podcast mics
- Edit suite equipment: Mac hardware with audio/video editing suite packages (hardware and software).
- Portable outdoor sound system for MMSD events

10.16: Emergency contract for food purchases in 2022-23

In 2019, we entered into a three-year prime vendor agreement with Gordon, starting in FY 2019-20, that included two optional renewal years. Given that the three-year agreement ends in June, did Gordon back out of the contract or did they choose not to enter into the optional renewal? If the latter, do we meet the federal (USDA) standard for waiving procurement requirements on an emergency basis? I know we have experienced supply chain issues with Gordon, but does that justify a one-year waiver due to an emergency?

Additionally, why Sysco? They don't have a good labor track record and were recently accused of using unfair labor practices.

Responses to each of these questions is attached in a sperate document from the Food and Nutrition Department.

10.31: Memorial guaranteed maximum price

Can the board get more specifics on how we are reducing added scope and inefficiencies on value-engineered referendum projects? I am specifically wondering if we are scaling back our sustainability investments as part of value engineering.

10.31 Memorial guaranteed maximum price - the Value Engineering process(VE) is a systematic and organized approach to providing necessary functions in a project at the lowest cost possible. The VE promotes substitution of products, materials or techniques with less expensive materials without sacrificing functionality. This often relates to manufacturers/ brands of equipment (such as Eaton brand variable frequency drives(VFD) vs ABB brand VFDs), selecting standard panel colors vs custom(where practical and design allows it), substituting manufacturers of bricks for tuckpointing and patching while ensuring the bricks are matching, etc. Building Services has sustainability in mind (on Referendum 2020 and other projects and operations) and would not like to compromise with quality or sustainability. In that regard all Referendum projects currently have the full Referendum sustainability scope intact - this includes photovoltaic allowances, high efficiency equipment as specified, engineering controls(VFDs), insulation, glazing for energy efficiency etc.

Responses to 3/22/22 Consent Agenda Questions

10.32: Owner's rep

Are we paying the full, 33-month cost out of the FY22 building services budget? If so, what is the advantage to paying this up-front rather than on an annual basis?

10.32- Owners Rep - the intent for paying the Owners rep is to be monthly for each of the 33 months of service. This is in line with current policies for payment - the service or goods need to be received in full before a payment is made to the vendor. I apologize for not clarifying in the Consent memo that starting in FY22, the monthly payments are intended to continue in FY23 and FY24. This is an error on my end (for not listing the payment as monthly payments over the life of the Referendum Projects). It is also worth noting that Building Services has included provisions for cancelling the Owner Rep service on a 30 day notice, if the service is no longer needed.

TO: Members of the Board of Education

FROM: Kristen Guetschow, Ph.D., Mental Health Coordinator
Leia Esser, Ed.D., Interim Executive Director of Student and Staff Supports

DATE: November 22, 2021

SUBJECT: Dane County DHS K-12 Mental Health grant - Mental Health Navigation Contract 2021-22(Care Solace)

1. **Project Title:** Mental Health Navigation: Care Solace
2. **Project Description:** The District's mission is to effectively prepare each of our students to be college, career and community ready and is thereby accountable for maximizing student learning and creating a positive school climate. MMSD has built strong structures, supports and interventions designed to recognize and respond to our student mental health and wellness needs. Our student services team members work to identify and refer students and families to appropriate supports within our schools and in the community. We use community resources such as the Dane County Behavioral Health Resource Center to support connections to the community.

Given the current context, we find that school and community resources are stretched, and the supports needed to partner with families in their navigation of complex mental health systems are not as available as we would like. MMSD applied and was granted funding from the Dane County DHS K-12 Mental Health Grant with the expectation that we would be responsive to emergent COVID related mental health needs. We wrote this grant to pilot a strategy to support families in the navigation and connection to mental health resources. This project, Mental Health Navigation, has an overarching goal to provide immediate, extended, personalized support, resource referral, and care coordination that is responsive to the mental health needs of MMSD's students and families. MMSD intends to contract with Care Solace to provide immediate support to our school staff and families in this time of pressing need. Care Solace works with school districts to connect students and families to mental health providers matched to their needs. While not the primary outcome for pursuing this contract, another benefit is that staff will be able to access these navigation services. Care Solace offers search tools as well as multilingual personal support to connect students, staff and families to needed community mental health services. This contract will allow MMSD to meet the immediate mental health needs of our students, staff and families by expediting the connection to community mental health resources. This company has the infrastructure and capacity to be an immediate resource.

Care Solace is the only vendor who provides care coordination services serving K-12 districts across the county. Care Solace is the only organization currently capable of connecting students and families to mental health providers through an aggregated database of telehealth, Medicaid agencies, sliding scale providers, and private insurance companies.

3. **Analysis:** The contract with Care Solace will provide a code to every MMSD family and staff member to access their search tools and personalized mental health navigation services. A contract from December 1, 2021 through June 30, 2023 will be for \$155,504. We believe that this contract will allow for significant expansion of our efforts to support family and staff access to community mental health supports. Given the current context of multiple pandemics it is imperative that we engage resources to support the alleviation of barriers to vital services, complimenting the foundational work happening in schools to meet the mental health needs of our students.
4. **Advertising/Notices/Invites:** See attached Waiver.
5. **Vendors Receiving RFP:** See attached Waiver.
6. **Bid Respondents:** See attached Waiver.
7. **Estimate:** \$155,504
8. **Previous Fiscal Year Expenditures:** \$0.00
9. **Account Number(s)/Budget Year/Department Name:** Account 10.802.0310.219000.000.0622.000 Department of Student and Staff Support: DC DHS K-12 Mental Health Grant
10. **Project Schedule:** December 1, 2021 to June 30, 2023.
11. **Requisition Number:** 5343 – Care Solace – Additional Treatment Technologies LLC
12. **Recommendation:** It is recommended that the Board of Education contract for mental health navigation services with Care Solace for \$155,504 from the Student and Staff Support budget as paid for from the Dane County DHS K-12 Mental Health grant.

TO: Members of the Board of Education
Dr. Carlton Jenkins, Superintendent

FROM: Kari Stampfli, Interim Assistant Director of Health Services
Dr. Leia Esser, Interim Executive Director of Student & Staff Supports

DATE: January 4, 2022

RE: Health Services Update

COVID-19 Data Summary

We report on the number of positive COVID-19 cases and Close Contacts in our buildings over the last 14 days and the total count for the school year. To protect individual student and staff privacy, we suppress numbers of 6 or fewer. The following is our district-wide data from August 18, 2021 through 7:00 am on January 5, 2022.

Please keep in mind that for the last 14 days our school has not been in session due to winter break and the subsequent pause on return. Regardless, there was still activity in our schools including athletics. All cases that we were notified of are represented in the case counts. Many of these cases were not in our building while infectious and therefore have no close contacts.

Last 14 Days				August 18 - January 5	
TOTAL Last 14 Days Positive Cases (isolation)	STUDENTS Last 14 Days Positive Cases (isolation)	ADULTS Last 14 Days Positive Cases (isolation)	Last 14 Days - Close Contacts Required to Quarantine	Cumulative Positive Cases (isolation)	Cumulative Close Contacts Required to Quarantine
297	165	132	804	1481	7228

Successful Mitigation

Mandatory Vaccinations

MMSD staff were required to be vaccinated by November 1, 2021. Those who were not vaccinated or exempt were put on an unpaid administrative leave on December 7, 2021 and those who did not get vaccinated were terminated effective December 21, 2021. As of December 28, 2021, 79 employees were terminated. Of the employees terminated 62% were substitutes and 15% MSCR staff. The remaining 13% included: athletic coaches, limited term employees, educational assistants, food service staff, custodians and teachers. Human Resources will be posting any vacant positions.

Our next steps include:

- Communicate a decision with employees who appealed the District's religious exemption denial
- Ensure employees who had one dose of Pfizer or Moderna have completed their second dose
- Follow up with employees who had errors in their submission (date of birth, name mismatch)

- Verify vaccination status for employees hired after November 1
- Systematize a process for verifying new employees

Vaccinating Eligible Students & Staff

We continue to encourage all staff to get boosted and eligible students and their families to get vaccinated and are adding [vaccination clinics](#) to the schedule. We continue to monitor and add additional vaccination opportunities as needed. This week we are holding clinics at Lincoln, Anana, and Nuestro Mundo. In the coming weeks, we will be at Kennedy, Lindbergh, and Hawthorne.

To highlight, at the Lincoln Clinic on 1/4/2022 we had approximately 62 students 5-11 years old and 34 students / adults 12 and older receive vaccines. Some were first dose appointments, but the majority were second dose and booster doses. Of note, a small group of families were seeking booster doses for their 12-15 year old students; while recently approved by the FDA it still has to be approved by the CDC and DHS. We are hopeful to include them in future vaccine clinics.

Lessons Learned & Systems Adjustment

Masks

Omicron demands diligent masking. Ensuring one's [mask fits well](#) is paramount and adding a second mask is an effective way of minimizing risk. For those who are seeking additional protection from their mask, our medical advisors recommend surgical masks for several reasons: a) surgical and KN95 masks have the same filtration rate; b) KN95 masks are widely counterfeit and unreliable; c) surgical masks are more economical and allow us to change them more frequently. This practice is consistent with UW Hospital where staff are in a surgical mask unless entering a patient with COVID-19's room.

As has been the case throughout the pandemic, surgical masks are available for staff. We will also have adult and child size surgical masks available for those students who wish to have an additional layer of protection. Moreover, anytime someone has a symptom of COVID we provide them a surgical mask in our isolation space. But again, the most important thing to remember is that the best mask is one that fits a person well and that they are comfortable wearing for a full 8 hours at school.

Testing

Recommendations for testing have not changed with Omicron but test availability is very limited and availability changes daily due to supply and demand. Regardless, we are still completing our planned expansion COVID Clinic sites and remain optimistic we will have adequate testing supplies. On January 3, 2022, 31 schools will have a COVID Clinic and by January 18, 39 schools will have COVID Clinics. For those schools without testing on site, our team is: a) meeting with the nurse and principal to identify a location so we can open a testing site; and b) providing health offices with COVID-19 tests. Due to current increased demand for testing, we will also be extending Covid Clinic testing to Saturday and Sunday at various school sites in our district. For January 8 and 9, we plan to have testing available from 8:00 am to 5:00 pm at Memorial, VanHise / Hamilton, East, LaFollette, Gompers / Blackhawk and Holtzman.

Critical Capacity Contact Tracing

MMSD health services staff has been incredibly diligent throughout the pandemic engaging in contact tracing with the utmost fidelity. We have added and will continue to add contact tracers to our team, but since school-based nurses remain a key driver for effective and efficient contact tracing we must recognize their capacity has limits. The drastic increase in cases due to Omicron requires MMSD to develop a tiered "critical capacity" contact tracing plan. Based on guidance from Public Health Madison and Dane County, we would move from contact tracing all positive cases to focusing on symptomatic /

unvaccinated household members of positive cases. This shift would be based upon the number of positive cases and staffing availability of nurses, nurse assistants, contact tracers and lead nurses.

CDC Recommendations for Isolation / Quarantine

As has been our cadence throughout the pandemic, when the CDC makes a change we wait for our local public health departments to review and provide guidance and then review with our metrics team. In consultation with our health advisors, we will continue interpreting the available science and emerging guidance from public health officials. This ongoing consultation will assist us in reviewing and refining our policies and practices. At this time, there are no changes to our close contact standards or definitions. As of January 4, 2022, CDC did not change the guidance around school based isolation and quarantine and we have been advised by DPI and PHMDC to continue with our current isolation / quarantine practices.

Critical Actions Moving Forward

Mask Guidance

Omicron requires a commitment to proper masking and when our students return to school from an extended break, reteaching and a recommitment to masking will be critical. We are finalizing resources for schools to use to reteach and reinforce expectations.

Supporting Nurses and Nursing Assistants

As the pandemic continues on, our nurses and nursing assistants have been relentlessly committed to their students and our schools. We continue to seek ways to make their jobs more manageable, enjoyable, and comfortable and are in the process of purchasing new health office furniture, including standing desks and ergonomic chairs. The BOE can expect to see a consent agenda item in the near future for this purchase.

Social Emotional Needs

We continue to recognize the social emotional needs of students and staff as a result of the pandemic. We have updated our student and staff social emotional learning resources and held office hours for staff this week. Each school's universal systems coach is available to support and plan with their schools.

Care Solace

Recognizing the mental health needs of our students and staff are great, we are training our student services staff in the Care Solace mental health care coordination platform this week.

Updates from the Wellness Team

Each month we share an overall school wellness update. This month we will share that on January 10, 2022 at the Instruction Work Group meeting.

March 14, 2022

Responses to questions regarding item 10.16 of the 3/22/22 consent agenda--Emergency contract for food purchases in 2022-23

In 2019, we entered into a three-year prime vendor agreement with Gordon, starting in FY 2019-20, that included two optional renewal years. Given that the three-year agreement ends in June, did Gordon back out of the contract, or did they choose not to enter into the optional renewal? **Due to manufacturing Shortages and staffing concerns GFS chose not to renew a contract for the 2022-2023 school year.**

If the latter, do we meet the federal (USDA) standard for waiving procurement requirements on an emergency basis? **Competitive procurement is not required due to the current supply chain challenges and ongoing pandemic. It is allowable to use Emergency Procurement to award a new contract for SY 22-23. This non-competitive contract is limited to one school year. Prepare a normal competitive RFP in the fall/winter of 2022 to award for SY 23-24. Check your internal procurement procedures for allowability.**

I know we have experienced supply chain issues with Gordon, but does that justify a one-year waiver due to an emergency? **Yes, Due to the need to secure a commodity distribution vendor by February. Food Service was given the option by DPI to select a few vendors in which Sysco was chosen because of their ability to sustain our product velocity report for feeding 27,000 students in the district.**

Additionally, why Sysco? They don't have a good labor track record and were recently accused of using unfair labor practices. **This is emergency ONE-year food contract with Sysco, due to the Supply Chain issues and challenges worldwide. Sysco is the vendor that can support our need to sustain the need to feed 27,000 students for 2022-2023.**

Nita M. Lowey 21st CCLC

DATA SHARING AGREEMENT

BETWEEN _____ (District)

AND

University of Wisconsin-Green Bay's Consortium of Applied Research (UWGB CAR)

This Data Sharing Agreement ("DSA") is entered into between _____
(district/organization) and UWGB CAR ("Requestor") as contracted by Wisconsin Department of
Public Instruction. This DSA has the following overriding goals:

1. Preserving the anonymity of student identities, including assurance that identifiable student data is not released to unauthorized third parties;
2. Enhancing the ability of the District/Organization and the Requestor to improve academic achievement for District/Organization students by allowing access to individual student records consistent with the requirements of the Family Educational Rights and Privacy Act ("FERPA");
3. Accurately measuring the District and the Requestor's progress toward improving student outcomes and indicators, and meeting set targets and other goals; and
4. Meeting USDOE federally required and Wisconsin Department of Public Instruction 21st CCLC data requirements and expectations.

THEREFORE, THE DISTRICT/ORGANIZATION AND UWGB CAR AGREE AS FOLLOWS:

I. OBLIGATIONS OF REQUESTOR

The Requestor, representing all members of the organization, shall ensure the confidentiality of student data through the following methods:

- a. The Requestor shall strictly comply with all state and federal laws that apply to the use and release of the data, including but not limited to FERPA and its regulations.
- b. The Requestor shall restrict access to the data only to the person or persons within the Requestor's organization who have been tasked with analyzing the data. The requestor shall make all persons aware of, and agree to abide by, the terms set forth in this DSA.
- c. The Requestor shall not release or otherwise reveal, directly or indirectly, the data to any individual, agency, entity, or third party not included in this DSA, unless such disclosure is required by law or court order.

- d. The Requestor shall not use data shared under this DSA for any purpose other than the goals outlined in this DSA. Nothing in the DSA shall be construed to authorize Requestor to have access to additional data from the District/Organization that is not included in the scope of the DSA (or addenda). Requestor understands that the DSA does not convey ownership of the data to Requestor.
- e. The Requestor shall take reasonable security precautions and protections to ensure that persons not authorized to view the data do not gain access to the data.
- f. The Requestor shall report all known or suspected breaches of District/Organization data, in any format, to the District's Data Reporting team immediately, but no later than twenty-four hours.
- g. The Requestor shall securely and permanently destroy the data, and any and all hard and soft (electronic) copies thereof, two years after 21st CCLC funding concludes. Requestor agrees to require all employees, contractors, or agents of any kind using the District/Organization data to comply with this provision. Requestor agrees to document the methods used to destroy the data, and upon request, provide certification to the District/Organization that the data has been destroyed.
- h. The Requestor has the right consistent with scientific standards, to present, publish, or use student results it has gained in the course of its analysis, but only if the publication, presentation, or use does not include personally identifiable information of parents, students, or teachers, and is outside the bounds of a research study. Should the Requestor use or collect data for the purpose of conducting a research study, Requestor will contact the district to gain approval separate from this agreement.
- i. The Requestor acknowledges that any violation of this DSA and/or the provisions of FERPA or accompanying regulations related to the nondisclosure of protected student information constitutes just cause for the District to immediately terminate this DSA.

II. OBLIGATIONS OF DISTRICT/ORGANIZATION

During the term of this DSA, the District shall:

- a. Prepare and deliver student demographic, academic, and behavioral data as defined in Appendix A – Required Data Elements.

III. TERM

This DSA will allow for the District/Organization to provide the Requestor with student demographic and academic data, as defined in Appendix A, for the duration of the 21st CCLC grant awarded to the district. The DSA shall become effective on the date when the last party to sign has executed this DSA and shall remain in effect until 21st CCLC funding concludes, unless terminated under the terms of Paragraph IV below.

IV. TERMINATION

The District/Organization may terminate this DSA, with 30 days written notice to UWGB CAR at any time, if terms of this agreement are violated or there are grave concerns about the ability to protect student

data. In addition, the District/Organization may terminate this DSA at any time if it determines such action is necessary for the health, safety or education of students or staff. UWGB CAR may terminate this DSA, with 90 days written notice to the District/Organization, at any time, for any reason.

By signing below, each signatory represents that it has the authority to execute this DSA.

District/Organization

Signature

Printed Name

Title

Date

UWGB -CAR

UWGB CAR

Jenell Holstead Ph.D.
Signature

Jenell Holstead
Printed Name

Director of CAR - UWGB
Title

11/18/2021
Date

11/18/2021
Date

APPENDIX A:
REQUIRED DATA ELEMENTS

Student-Level Data Elements	
Demographics	Last Name, First Name Current School Current Grade DOB Gender Race/Ethnicity ELL Status Special Education Status
Grades	Unweighted GPA* (current and prior year) – Grades 7, 8, 10, 11, 12 only *If GPA unavailable, ELA and mathematics grades for all terms (current and past year)
Assessments	Private Schools Only: -Reading and Language Arts Assessment Levels (equivalent to Forward Exam) -Mathematics Assessment Levels (equivalent to Forward Exam)
School Day Attendance	Private Schools Only: -# of Days Present at School -# of Days Absent at School
School Day Behavior	# of In-School Suspensions (current and past year) *If in-school suspensions not used by school, report 0.
Aggregate Level Data Elements	
Demographics	Free/Reduced Lunch Status* *Total number of students served by CCLC program who are eligible for F/RL.

East High School Sexual Violence Student Focus Group Update

Timeline: November 2021 through the present and is ongoing

The Sexual Violence Student Focus Group was formed to ensure that East High School is a safe, inclusive, supportive place for all. The following provides information resulting from weekly meetings that includes students, Rape Crisis Center personnel, East High School administrators, Title IX Coordinator Kelly Cook, Safety and Security staff, and district administrators. Most of the students are representatives from student government groups at East High School.

Student leaders' commitment to making positive change has resulted in several positive and significant steps toward these efforts.

- Students meet weekly to plan and develop an awareness campaign to educate their peers on how to report sexual violence and what the process is once a report is made.
- Students created two posters that explain how to report a sexual assault and how to get help.
- Students began sharing public service announcements about sexual violence with students. The PSAs are also emailed to students and shared on East High School's Instagram page.
- Students have begun building a training module for all East High School staff, who will participate in early April during Community and Equity Professional Collaboration Time. Contents of the training include using inclusive language, what it means to be a 'mandated reporter,' the options that students have when deciding to report sexual violence, school and community supports available to survivors, and what process takes place within the school district when a report is made, among other topics.
- Students are working on developing a similar training for students that will provide clear, accessible information about how to report incidents of sexual violence, what staff are responsible for doing when reports are made to them, how to get connected with school and community resources, what the district's disciplinary process is for those who commit sexual violence, and more.

TO: Members of the Board of Education

FROM: Caroline Racine Gilles, Executive Director, Assessment & Learning Supports
Richard McGregor, Chief of Staff

DATE: March 16, 2022

SUBJECT: Past, Present, and Future directions of Assessment in MMSD

We are pleased to provide additional information regarding our academic assessment strategy work to date, our approach for the 2021-2022 school year, and an update on our future direction.

Background

We have been working diligently on our comprehensive assessment plan, which began in 2018-2019, and involved school and central office leaders and staff. This group evaluated current assessments and provided recommendations on findings. The overall findings showed an overabundance of evaluative assessments - indicating the importance of aligning assessments closer to instruction.

Conclusions of the work:

- Crafted MMSD's current [assessment vision](#). This vision is grounded in the notion that our use of assessment in the cycle of teaching and learning is essential to educational equity.
 - **Vision:** Every school will be a thriving school that prepares all students to graduate ready for college, career, and community. MMSD's assessment system will work in service of this goal by ensuring that teachers and leaders have unbiased, reliable, and valid data that provides a picture of where students are in reference to grade-level standards and informs planning for the support each individual may need to reach these standards and continue to grow toward the MMSD graduate vision.
- Crafted a [multi-year roadmap](#).
 - Begins with improvements to our academic assessments.
 - Decreases the amount of time scholars spend taking assessments.
 - Extends into more innovative approaches reflective of our graduate vision.

Current Approach to Assessment

Locally and nationally, school districts face challenges from dual pandemics - COVID-19 along with long-standing and recurring systemic racial injustices. We must have a laser-like focus on accelerating student learning by prioritizing instruction (what students need to learn and be able to do by the end of the school year), while ensuring students are engaged at a high level and supported in their social, emotional, and behavioral development.

To accomplish this, it is critical for teachers, administrators, and district leaders to use the most effective assessments, resources, and strategies so students reach the next level of learning. In particular, we must strike a balance between the *need for assessment* and the *instructional time it takes* to administer assessments.

Both locally and nationally, there is concern about over-testing. **We have worked intentionally to decrease the amount of time students engage in assessment, while still gaining insights on students' academic performance and growth.**

For example:

- We found in the 2018-2019 school year, our percentage of time students engaged in assessment was close to 7%.
- Nationally, the average time spent in testing across the year is between 3-4%.
- Our assessment strategy for the 2021-2022 school year tops out at 1% (11.5 hours) for 8th grade, which is the grade with the most assessments. (8th grade ELL students is 1.73% or 19.6 hours.)
 - These numbers are based on the minimum number of instructional hours required by DPI.
 - In reality, these percentages are an over-estimate of actual time spent in testing because we have a greater number of planned instructional hours than the minimum required by DPI.

Importance and Type of Assessments

At MMSD, the assessments students take are intended to inform teachers' instruction while minimizing time spent out of the classroom learning environment. Student assessments and data are used by teachers to improve instruction, and help teachers give each student what they need to be successful in school.

In the classroom, teachers use different kinds of assessments. For example, some assessments in reading and math are used to gauge scholars' level of foundational skills in these subjects. The information obtained helps identify students who need additional academic support or additional challenge.

Different kinds of assessments provide information which is used for different purposes. All of these assessments work together to ensure students are on track to reach year-end, grade-level standards and benchmarks as well as their own individual learning goals.

- **Formative**, or day-to-day informal teacher assessments, are created and used by teachers to inform and adjust their lessons.
- **Interim instructional tasks/assessments** are used less frequently to assess students' progress toward mastery of grade-level standards.
- **Screening assessments**, such as FastBridge, Achieve3000 Levelset, or iReady, are given three times per school year to determine progress in grade-level skills and the need for tiered supports.
- Finally, **summative assessments**, such as Forward or ACT, are accountability assessments mandated by the state or federal government for evaluation purposes.

Additional MMSD Assessment Information

For more information about MMSD's assessment strategy, please see the following documents:

- [Overview of Academic Assessment Strategy for School Year 21-22](#)
This document provides an overview of our 2021-22 assessment strategy and definitions of cycle length/purpose of assessment as well as an 4K-12 overview of state and district required assessments.
- District Supported/Required and State-Mandated Assessments and descriptions by level
These documents provide names, administration details, and the description/purpose of each assessment by level.
 - [Elementary School](#)

- [Middle Middle](#)
- [High School](#)

Vision 2040

As was discussed at the March 7, 2022 Board of Education Instruction Work Group meeting, we envision an aligned, streamlined approach to assessment, capitalizing on our work to-date while embedding interim and instructional assessment within our Academic Plan. The incorporation of assessment ensures a seamless approach to improvement as well as an understanding of the progress each scholar is making. This data will be important feedback for teachers, scholars, and their families. Additionally, within the Academic Plan, we will outline our vision to realize innovative student-centered approaches to assessing the domains of our graduate vision.

BOE Update—3/16/2022

Title: K-5 Core Instructional Resources Materials Adoption Process Update

Department: Teaching and Learning

Author: Kaylee Jackson (knjackson@madison.k12.wi.us)

Content:

Update on K-5 Core Instructional Resources Materials Adoption for the teaching of literacy and biliteracy Request for Proposals (RFP 4089). Board members requested the executive summaries of the two presented recommendations, which were provided last week. The April 4th IWG meeting will allow the Board of Education an additional opportunity to engage with staff on the additional information received since the March Instruction Work Group meeting. There will be a vote on the consent memo at the April Regular BOE meeting.

Two Scenarios and Instructional Implications (presented at March 7 IWG Meeting)

	Monolingual ELA School	DLI and DBE Programs English and Spanish	Instructional Implications
A	Curriculum B English Language Resource	Curriculum A -English Language Resources -Spanish Language Resources <i>Except for Nuestro Mundo, all DLI, DBE Programs co-exist in schools w/ monolingual programs</i>	Creates two curricular tracks across the district
B	Curriculum A English Language Resources	Curriculum A -English Language Resources -Spanish Language Resources	Creates one curricular track across the district

Core Components of the Recommendations

We have requested cost estimate quotes from the vendors represented in the two recommendations. Both vendors were asked to provide cost estimates quotes for one 1 year, and a second quote for 3 years, with the below items. *This update presents only 3 year cost estimates to maximize cost efficiency.*

- Price by grade level for K-5 (e.g., 6 grade levels, using 2022-23 estimated section count with 30 students per section)
- Materials to support 120 minutes of daily instruction that is aligned with standards
- Materials in print
- Access to online platforms (student and teacher facing).
- Prices include basic classroom libraries
- Prices include packing and shipping
- Prices do not include professional development

Professional learning is part of the core components of the vendor cost estimates. The costs for professional learning still needs to be determined; we are in the beginning conversations with the Chiefs of Schools, Principals, MTI, and the Office of Leadership Development to put forth a proposal for professional development.

Core Component Cost Estimates Requested from Vendors

As Benchmark has both English Language Arts (ELA) and biliteracy materials, they were asked to provide their cost estimate quote using the following formats:

- Cost for ELA and Biliteracy (Dual Language Immersion [DLI] and Developmental Bilingual Education[DBE]) across all 33 elementary schools
- Cost for ELA and Biliteracy (DLI-DBE) across 11 elementary schools

As Open Up has only ELA materials (no materials in Spanish language), they were asked to provide their cost estimate quote using the following format:

- Cost estimate for ELA across 22 elementary schools which do not have DLI or DBE programming

Supplemental Components of the Recommendations

In addition to the vendor core component cost estimates, additional items have been identified as supplemental resources to support Recommendations A and B. Costs for these items are still to be determined. Supplemental components of cost recommendations to make both recommendations as robust as possible include:

1. English Language Development (ELD) supplemental resources for English Language Learners
2. Interventions
 - a. Evidenced-based and tiered interventions in English for ELA programs, as well as Spanish for DLI-DBE programs for students not meeting the learning standards or achieving substantially below grade level, supplemental to the core curricula.
3. Additional classroom library materials to support strong representation of Black and Brown people (costs estimates below)
 - a. Ensuring that students have access to high quality, culturally relevant text is one of our anti-racist levers. Access to such text is of critical importance as a way to ensure that students have access to beautiful classroom libraries so that they can experience joy in reading. Having robust classroom libraries is connected to our Early Literacy and Beyond Strategy. These resources are carefully designed to lift Black and Brown joy, and to strategically supplement and enhance classroom libraries and book rooms that are part of the core instructional K-5 adoption.
4. Hmong language core instructional resources (costs estimates below)
 - a. There are no publishers in the continental U.S. that create CCSS and WI Literacy Standards aligned core instructional resources in Hmong Language. To that end, MMSD will need to engage in collaborative conversations on ways in which to ensure our Hmong students have access to high quality instructional materials, professional development, and assessment tools.

Recommendation A and B Cost Estimates

The two recommendations referenced above were presented at the March 7 IWG meeting. For each of these recommendations, we present below two tables which present cost estimates for core components and cost estimates for supplemental components.

Recommendation A: 3 Year Core Components Cost Estimates

Materials	Vendor	Number of Elementary Schools	Estimated Cost
ELA Materials	Open Up (quote)	22	\$3,317,501.00
ELA Materials	Benchmark (quote)	11	\$711,705.75
SLA Materials			
Professional Learning	Open Up (ELA)	22	TBD (<i>0 days included with purchase</i>)
Professional Learning	Benchmark (ELA, DLI-DBE)	11	TBD (<i>Gratis PD Days will be available; Number of days determined with total of purchase</i>)

Recommendation A: 3 Year Supplemental Components Cost Estimates

Materials	Vendor	Number of Elementary Schools	Estimated Cost
ELD Supplemental Materials	TBD	33	TBD
Multicultural Classroom Library Materials	TBD	33	TBD
Interventions		33	TBD
Hmong Curricular Materials	Materials needed to support Hmong core instructional curriculum	n/a	TBD

Recommendation B: 3 Year Core Components Cost Estimates

Materials	Vendor	Number of	Estimated Cost
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BOE Update—3/16/2022

		Elementary Schools	
ELA Materials	Benchmark (quote)	33	\$3,195,228.75
SLA Materials			
Professional Learning	Benchmark (TBD)	33	TBD (<i>Gratis PD Days will be available; Number of days determined with total of purchase</i>)

Recommendation B: 3 Year Supplemental Components Cost Estimates

Materials	Vendor	Number of Elementary Schools	Estimated Cost
ELD Supplemental Materials	TBD	33	TBD
Classroom Library Materials	TBD	33	TBD
Interventions	TBD	33	TBD
Hmong Curricular Materials	Materials needed to support Hmong core instructional curriculum	n/a	TBD

Madison Metropolitan School District

Staffing Analysis

March 14, 2022

This report is a snapshot of all the work that is being done for this week as well as movement on a number of programs and processes. We still anticipate this challenge will be exacerbated by additional absences during the week of March 14, 2022.

The substitute office is working in tandem with the Chiefs to make sure that all schools are staffed with the usage of 60+ central office staff to supplement needs within the schools. Also, please note that Absence Management does not necessarily indicate why staff are out of the building; rather, Absence Management depicts who needs a substitute for a particular date.

The deployment of central office personnel has switched usage to Mondays and Fridays only.

- Looking at Absence Management for week of March 14, 2022:
 - **The week of March 14, 2022 – This is an overall look at absences:**
 - Absences – **981 (382 Unfilled)**
 - Percent Filled – **60.86**
 - Percent Unfilled – **39.14**
 - Monday – March 14, 2022
 - Absences – **314 (151 Unfilled)**
 - Percent Filled – **56.30**
 - Percent Unfilled – **43.70**
 - Percent with Central Office Usage – **66.19**
 - Number of Central Office Personnel – **21**
 - Tuesday – March 15, 2022
 - Absences – **309 (142 Unfilled)**
 - Percent Filled – **61.40**
 - Percent Unfilled – **38.60**
 - Percent with Central Office Usage – **No Deployment**
 - Number of Central Office Personnel – **No Deployment**
 - Wednesday - March 16, 2022
 - Absences - **325 (148 Unfilled)**
 - Percent Filled – **59.91**
 - Percent Unfilled – **40.09**
 - Percent with Central Office Usage – **No Deployment**
 - Number of Central Office Personnel – **No Deployment**
 - Thursday – March 17, 2022
 - Absences - **357 (171 Unfilled)**
 - Percent Filled – **57.00**
 - Percent Unfilled – **43**
 - Percent with Central Office Usage – **65.16**
 - Number of Central Office Personnel – **21**

COVID Leave:

Covid Relief was approved for five (5) days on January 10, 2022, for benefit eligible employees. The leave is available from January 11, 2022, through June 30, 2022. **To date, we have had an additional 42 leave requests bringing the overall total to 758.**

COVID Hardship Leave Launch:

HR in collaboration with IT and Communications has launched the COVID HARDSHIP LEAVE application. A communication was sent on March 15th announcing the application was now available. **To date, we have received 190 requests for the Hardship Leave.**

Workbooks:

All workbooks have been submitted with HR working collaboratively with the finance/accounting team to check numbers and allocations. Once that was completed, HR uploaded the information into Munis to verify allocations as well as double check school surplus staff and potential vacancies. This will dictate Mega Post positions which starts on April 8th.

Surplus: The surplus statistics for Teachers is 86 and EA unit is 85. Currently, HR is working on placements for the surplus teachers.

HR has sent an informational email to building principals and chiefs to let them know next steps after workbooks. Once a preliminary placement of surplus teachers has been done, an email will be sent to the principals and chiefs with a procedural email sent to the affected teachers. The surplus staff will be notified on Monday March 21st with an outline of next steps and deadlines for all surplus staff being placed. We will be repeating the process for the EA unit in June and or July.

The surplus process will honor all the preference collected from the workbooks and those preferences are being honored with placements based on the licensures of the teachers. If the surplus staff doesn't like their placement, they can apply for a transfer between Mega Post (April) and No Post (June).

The only change to the workbook processes this year was an extra week was added to complete workbooks and the surplus process of the placement of surplus teachers. Per the handbook:

Teachers who have been declared surplus shall declare their preference(s) for reassignment to position(s) for which they are certificated by listing same with as much specificity as the teacher desires, i.e., instructional level, attendance area, school, grade or grade combination, subject area. The District shall review the available vacancies, review the surplus teachers' preferences, seek input from the appropriate hiring authorities and place all surplus teachers. The District shall attempt to assign surplus teachers to vacant positions in accordance with their preference(s). Teachers shall have the right to refuse assignment from the surplus pool to the Evening At-Risk Alternative Programs without jeopardizing their contract recall rights or seniority."

Recruitment:

The Substitute office is actively recruiting and onboarding new hires, to date we have 56 new hires.

Human Resources in collaboration with the Chiefs and Communications held a targeted student teacher career fair on February 24, 2022, with the moniker – MMSD SIGNING DAY. **To date we have 37 signed contracts.** We currently offer office hours for all student teachers and the other contract holders to help with any questions as well as navigate the application process.

There was an all-position career fair on March 10, 2022, with a focus on recruiting teachers, and all support staff positions. There were 20 that signed up with 5 walk-ins.

Bonuses:

The bonuses are being paid as described in the memo from the November 22, 2021, board meeting. They are adhering to the 85% attendance and paid following the month earned.

Kronos:

The overtime pay will be included on the March 25, 2022, paycheck. To date, 80 employees utilized the \$600 Salary Advance Request.