



WEEKLY UPDATE TO THE BOARD OF EDUCATION

August 18, 2022

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

Today marks two weeks before the start of a brand-new school year. As we gear up for the beginning of the fall semester, our community is coming alive in anticipation of a new season and new opportunities. Students are enjoying the last days of summer by beginning to practice for athletic and other co-curricular competitions. Families are completing the final tasks on their back-to-school checklists. Staff are participating in professional learning and other preparatory activities which are characteristic of the season. Community members are engaging in dialogue about how they might best leverage individual and collective resources to support our students, staff, and families.

As we reflect on the possibilities associated with a new school year, we must acknowledge how far our community has traveled together despite the great challenges of the past thirty months: global health pandemic; racial injustice and social unrest; unprecedented staffing shortages; supply chain disruptions; historic inflation; and polarizing political partisanship. Despite these challenges, we are still building momentum for a breakthrough on our journey towards unlocking the infinite potential of our scholars, staff, families, and community.

As we march toward achieving breakthrough moments, we find continued encouragement throughout our community through hearing the voices of our students, staff, families, and other stakeholders. Overwhelmingly, they are attesting to the continued desire for our district to accelerate learning for all students, while addressing the disparities which have plagued our history and temper the promise of our current reality. Hence, our work is truly an effort to help liberate our community from the constraints which have limited the ability of everyone to learn, work, and thrive. What an awesome responsibility and opportunity for service!

Thank you for your ongoing support and partnership. I look forward to providing you with further updates on our district's progress in the coming weeks.

Sincerely,

Carlton

Carlton D. Jenkins, Ph.D.

BOARD OF EDUCATION QUESTIONS

- **Board Member Questions and Answers from Teaching & Learning**
Please see the attached document below for answers to some of the questions that have come up for Board Members.
- **Board Member Questions and Answers from Special Education**
Please see the attached document below for answers to some of the questions that have come up for Board Members regarding Special Education.

OTHER INFORMATION

- **Weekly Metrics and Ops Recordings and Agendas:**
No Weekly Metrics Meeting this week--Next meeting 8.23.22
No Biweekly School-Central Office Operations Meeting
- **Human Resources Update**
Please see the attached Human Resources update dated August 18, 2022, for a snapshot of all the work that is being done for this week as well as movement on a number of programs and processes.
- **Construction Update**
Attached you can find construction updates for Southside Elementary and La Follette High School. You can expect regular communications here about our progress with the referendum construction projects.
- **Citizens' Ad Hoc Committee to Rename Jefferson Middle School Update**
Please give some thought to additional names of community people to recommend serving on the Jefferson Citizens' Renaming Ad Hoc Committee. We will be asking for one name from each Board member by September 15, 2022. Please remember we will need a phone number, email address, and affiliation with Jefferson Middle School for each name submitted. The Board will be voting on new members at the September 19, 2022, Regular Board Meeting. Please submit your names to Barb Osborn (bjosborn@madison.k12.wi.us) via email.
- **Proposed Consent Agenda**
Attached is a list of all the proposed consent items for the August 29, 2022, Regular meeting. All the supporting documents have been uploaded into BoardDocs, which you can view at any time. There may be some changes to these documents before the final versions are released in the Regular meeting packet on Thursday, August 25.

Please be sure to send any questions to Richard in time for them to be answered either at your briefing or well before the regular meeting. Thank you!



Please Help Us in Welcoming Back Our MMSD Community

We are reaching out because we would love to have our MMSD community hear from you in getting excited and inspired for the upcoming school year. We are asking for you to please supply two short videos on your cell phone welcoming the below respective audiences back to school by the end of the day this Friday, August 19th. Please provide your name and board role(s) to be included.

1. Welcome back for staff
2. Welcome back for students, families, community

In sending your video, please ensure your videos:

1. Length: 20 seconds max
2. Format: horizontal, shoulder up looking into the camera
3. Send Video to: ajknight@madison.k12.wi.us
4. Deadline: August 19 EOD

If you have any questions or need any support, please email Amy Knight (ajknight@madison.k12.wi.us)



Article of Interest

[Inside the Massive Effort to Change the Way Kids Are Taught to Read](#)

[Green Bay Area Public Schools Facing Projected \\$36 Million Budget Deficit](#)



Great Things Happening Around MMSD

- This week, we welcomed hundreds of [new educators](#) to MMSD! (Media coverage: [WKOW 27](#), [Channel 3000](#))
- MMSD celebrated six [Project SEARCH graduates](#).
- The Madison community has an opportunity to make a difference in the lives of students - MMSD is hosting two [job fairs](#) next week.
- [Superintendent Jenkins](#) has been out in the community, attending events sponsored by the Latino Chamber of Commerce and 100 Black Men.
- Summer renovations are wrapping up and moving into the next phase of [referendum construction](#).

OUR UPCOMING BOARD CALENDAR



Week of August 22

Board Briefings
Virtual



Mon., August 22, 5 p.m.

Special Board of Education Meeting- Closed
In person- BOE



Mon., August 22, 5:30 p.m.

Special Board of Education Meeting Open Session
WORKSHOP
In Person for Board and Virtual to Public and Staff

- Thurs., August 25, 5:15 p.m. Safety and Student Wellness Ad Hoc Virtual
- Sat., August 27, 8 a.m. Board of Education Retreat
In person—Wright Middle School LMC
- Mon., August 29, 5 p.m. Special Board of Education Meeting- Closed
Virtual and in person for Board Members only
- Mon., August 29, 6 p.m. Regular Board of Education Meeting
Virtual and in person – Open to the public
- Tues., Sept. 6, 5 p.m. Instruction Work Group
In Person for Board and Virtual for Public and Staff
- Mon., Sept. 12, 5 p.m. Operations Work Group
In Person for Board and Virtual for Public and Staff
- Wed., Sept. 14, 5:30 p.m. City Education Committee
Virtual
- Mon., Sept. 19, 6 p.m. Regular Board of Education Meeting
Virtual and in person—Open to the public

ITEMS ATTACHED FOR INFORMATION

1. Responses to Board Member Questions- Teaching and Learning
2. Responses to Board Member Questions- Special Education
3. Human Resources Update—August 18, 2022
4. Construction Update- Southside Elementary
5. Construction Update- La Follette High
6. Proposed Consent Agenda- August 29, 2022

BOARD Questions & Follow Up

- looking back at summer semester budget- looks like boe approved 3.7 mil for summer semester and have 3400 and that ends up being about \$11,000 per student for the summer semester. Is that about the same that we spend each year or is that higher or lower?
- Would like to see historical spending over time for summer school and detail on what it was spent on.

Answer: [In this chart](#), you will see historical spending over time for summer semester. Please keep in mind that the budget is split across two fiscal years. In addition, we have included historical per pupil spending. Student count and expenditures for Summer 22 are not final.

The majority of the budget is spent on staffing/summer wages, other areas are: Transportation and curriculum.

- as we come back later fall with budget actual with other data would love to get a sense from you the students that were identified how did we make progress on making them reach their academic or enrichment outcomes?- Report in the fall

Answer: [BOE Summer Report drafted in the fall and shared at IWG in January.](#)

- Can we get a more comprehensive i-Ready year to year assessment report (3 years) on how it worked. Curious to see if we will release another RFP for the following year.

Answer: [iReady Data for the Board - August 2022](#)

- I Would like to get more updates on how to apply AVID-critical reading training to other systems. Would also like to get feedback on teachers' balance expectations and work load (qualitative and quantitative data).

[We are happy to provide updates on this strategy and progress throughout the year](#)

- how will staff get credit for completion of LETRs training or AVID Critical reading. How is that acknowledge when staff complete training- [we are exploring this idea](#)

BOARD Questions & Follow Up

- Sharing an example of an individualized at-risk plan would look like at different grade levels and how teams at schools are using them to support that
- **Answer:** Once a student has been identified, school teams reach out and work with families/guardians and students to design and implement a plan of support. This process occurs in the Student Supports and Intervention Team or within the context of the Individualized Education Plan (IEP) team if the student has an IEP, or within the context of an Individualized Language Plan (ILP) for English Language Learners. Interventions are documented in a student information system and reviewed every 6-10 weeks by the appropriate team to ensure responsiveness to the intervention. It should be noted that these plans intersect with other systems of support within our schools. Information regarding the student's own future interests and aspirations as noted through the Academic and Career Planning (ACP) process beginning in 6th grade is utilized to inform plans. The personalized graduation plan in turn will be a vital component informing the student's post secondary planning.
 - Schools document their plans at a basic level via Infinite Campus. Schools have flexibility within their own ways of working as to how plans get operationalized and monitored. Plans are personalized and as such differ across students based on the identification factors.
 - Here is an example of a high school level plan:
 - [Sample At-Risk Plan](#)
- Can the at-risk plan be connected to students that don't necessarily qualify but would benefit?

All systems of support within schools and outlined in the On-Track to Graduation Plan are available to all students regardless of identification.

August 2022 - BOE questions regarding special education:

1. What was the number of scholars with an IEP during the 2021-22 school year?
*Approximately **4100** (fluctuates monthly + or - about 10).*
2. What was our special education per pupil expenditures last year?
Total spending in the special education fund for 2021-22 is approximately \$83.9 million. This includes \$77.9 million in local spending and \$6 million in federal grants. *Please note that these are unaudited amounts until the audit report has been completed and presented to the board.
3. What is the graduation rate for Special Education Services?
This information will be part of the full data package that will be provided to the BOE for the 8/27 retreat. We want to ensure we provide accurate information.
4. How many IDEA complaints were filed with DPI since 2019?
3 total - 2 at the high school level and 1 at the middle school level. 2 of these resulted in corrective action related to IEP implementation, and 1 did not (no action was needed by the district).
5. How many scholars have been provided compensatory services since 2019?
12 total - 1 4k, 7 elementary, 2 middle, 2 high school.

Madison Metropolitan School District

Human Resources Update

August 18, 2022

This report is a snapshot of all the work that is being done for this week as well as focusing on process improvements within HR.

Current Updates: The following information is related to a variety of questions that HR has received related to staffing.

What will be our approach to mental health days, Covid leave, and bonuses for the 2022/2023 school year?

- Mental health days can be beneficial to staff; however, they were difficult to schedule during a time of staffing shortages. We need to have collaborative discussions with building leaders and other stakeholders prior to school starting to formulate a workable recommendation for the board.
- COVID leave days should be a shared strategy between district administration and MTI. Staff providing direct services at buildings are precluded from rearranging their work assignments to perform duties remotely when impacted by COVID. Hence, other staff should rearrange their schedules to work from home, while staff providing services at buildings should receive some COVID leave days. Since MI did not utilize any banked days last year to assist their members, they should provide some of the days for this leave in 2022-23.
- Monies for bonuses are only available when staffing shortages are such that adequate subs are not available. Hence, we should not plan for spending resources which are unanticipated. However, because staff take on more work when we can't find enough subs or fill positions, we could provide end of year of year bonuses with any accumulated savings.

Are there things we learned this past year that we will apply to strengthen our approach to bonuses, mental health days, and Covid leave in the coming academic year?

- The replies above reflect our reflections on last year's experiences. In addition, we need to be more careful about applying targeted incentives, which served to anger other groups last year due to many employee groups expressing a desire to be included in targeted as well as universal bonuses.

How many people are we anticipating will be hired in the months of August, September, and October?

- The data that was collected was for August of each of the years provided. We are working to look at data to create a report of the additional two months – September and October.
 1. The data that I provided in the weekly update was for the end of August, beginning of September. *(These numbers reflect teacher vacancies hired)*
 - a. 2017-18 – 518 hired
 - b. 2018-19 – 430 hired
 - c. 2019-20 – 290 hired
 - d. 2020-21 – 282 hired
 - e. 2021-22 – 388 hired
 - f. 2022-23 – 463 hired; *(This number is fluid as it keeps changing as we continue to hire (as of 8-15 – pending additional offers made and those pending).*

What will our approach be to hiring educators and staff in January, and how will we advertise open positions to new educators who graduate at the end of fall semester?

1. Currently, we are planning to host a Virtual Career Fair on August 22 and an in-person Career Fair on August 25. We are also looking to participate in a virtual career fair later in August and early September.
2. We will be hosting a career fair in December that focuses on our Student Teachers in which we will be offering Intent to hire contracts. This career fair includes a question-and-answer session and onsite interviews.
3. In September, we work closely with University Schools of Education to discuss potential candidates and advertise with them to set up interviews and conduct FAQ sessions with potential graduates. We will also be traveling to Texas to meet with students and faculty at HIS colleges meeting with students who will be obtaining a Bilingual Teaching license.
4. We advertise on WECAN, Indeed, LinkedIn, DiversityinEd, and Handshake (as well as a variety of other print and social media outlets). We also call and send emails directly to our student teachers and school of education personnel to discuss position openings. We are working in collaboration with administration to call and send emails directly to our current substitutes, student teachers and school of education personnel to discuss position openings.
5. We will also have the student teacher signing day in February to capture those graduating in May and August.

What are the anticipated budgetary implications of maintaining vacancies first semester?

- We are not in a position to guarantee what vacancies or what quantity of vacancies would be available for the first semester. That being said, the longer vacancies remain open, the more savings we generate mid-year. On average, each teacher vacancy costs about \$87K per year. For 1 semester, this would be \$43.5K per FTE.

How much would an additional five dollars hourly increase cost the district?

- Assuming all hourly employees - EA, Security, Food Service, and Clerical, the cost would be approximately \$8.5 million. This would be a 30% increase to those groups beyond the 3% we already approved in June.

How are we balancing internal promotions to central office and the stability of our schools?

- Taking the long view, promoting staff from within actually enhances the stability of our schools. Staff who perceive they are viable candidates for upward mobility within the district should be more likely to be retained.

A teacher posted this week this list of vacancies at her school:

- Current vacancies at my school: she wrote
- PE (2 positions)
- 7th grade Math (1 position)
- 7th grade DLI Humanities (1 position)
- 7th grade DLI Science (1 position)
- CC teacher (2 positions)
- Student Engagement Coordinator (1 position)
- Technology and Engineering (1 position)
- Bilingual Resource Teacher (1 position)
- Counselor (1 position)
- 8th grade DLI Humanities (1 position)
- SEA (1position)

What is the average number of vacancies across the district?

- We have 147 non-teacher positions open and 191 teacher positions open for a total of 338 or 6% of the total positions. Some schools may have varying needs for slightly more or less positions.
- We are working with the building principals, finance, and the associate superintendents to understand our needs, and make sure that we are getting them viable candidates based on their needs for their schools.

How many of these vacancies will be filled by the first day of school?

1. We have 463 teacher positions filled and we are making offers daily. Currently, 71%. Our goal is 85% filled by the end of August.
2. When we look at the trends from previous years, we received 2316 contracts back of the 2,333 sent. Of the teacher positions we are hiring for is 26% of the teacher staff. There were a total of 604 (a difference of 33 positions 571 to 604) teacher positions and of the contracts that we received.
3. The SEA and Custodian positions are included in the 136 positions that are also vacant. We have extended 46 offers for the EA and Custodians. We have 52 sub-SEAs with 181 permit sub teachers who can and do sub in these positions as needed.
4. As we continue to hire and build our databases, we have 1,462 applicants, and 49.33% were applicants of color.

What is the plan for ensuring students have the educators and the support they need to be successful at school this year?

- At the end of the school year, the Substitute office sent a survey to all of the district subs to ask if they were coming back in the fall. Currently, we have 631 subs with 496 teacher subs. There are 275 certified teacher subs who can teach in a long-term substitute position (45 days or more). HR is working in tandem with building principals and the associate superintendents to reach out again to look at placements for positions that are still open either as a temporary or long-term position. This will include inviting the subs to the new teacher orientation to make sure they are day one ready. We are also hiring subs for extended long term sub positions for those positions that need to be filled. Because we offered our student teachers contracts, this helped with our fill rates as well.
- Teaching and Learning staff are working closely with the Associate Superintendents of Schools to develop a proactive sub deployment plan. T&L staff are planning for 2 days a week to be in schools supporting and subbing based on school need and aligned staff certifications. Our work plans have this school support built into them. We are also working with community partners to support with supplemental programming where needed



Future Ready Construction Update

PROVIDED BY FINDORFF

Madison Metropolitan School District 08.19.2022



This week's update: **Southside Elementary**

We are committed to keeping you informed as we complete construction from the MMSD 2020 facilities referendum.

Construction is progressing on Southside Elementary School

Construction activity is moving along quickly at the Badger Rock site as crews are making progress on the new Southside Elementary School.

Work continues for concrete footings and foundations on the north side of the site. Construction crews are pouring the concrete footings several days a week, with foundation wall pours happening almost as frequently. The underground plumbing and electric piping is complete on the south side of the project site. Crews will soon start pouring the first section of the concrete foundation slab.

Upcoming construction activities

- Continuing work on the concrete footings and foundation on the north side
- Pouring the first section of the concrete foundation slab
- Beginning work on the masonry fire wall, which will provide a fire separation between the existing building and the new structure
- Starting structural steel work for the south end of the building in the upcoming weeks



The site is prepped with a vapor barrier prior to pouring the first section of the concrete foundation slab



On the south side of the building, work is progressing as the underground utilities, vapor barrier, and concrete reinforcing wire are installed

DID YOU KNOW?

A plastic yellow vapor barrier is placed on the site in preparation for the concrete foundation slab to be poured. This vapor barrier helps prevent moisture from entering the concrete foundation, allowing it to properly cure and stay dry.

For additional information or questions,
scan the **QR CODE** to be directed to the MMSD construction page.



Findorff
BUILDING & BEYOND



Future Ready Construction Update

PROVIDED BY FINDORFF

////////// Madison Metropolitan School District ////////// PAGE 2



Crews are forming the foundation walls for the west stair tower



Work is ongoing for the concrete footings on the northwest corner of the site



The south side of the site was prepped and leveled in preparation for the concrete foundation pour

For additional information or questions,
scan the **QR CODE** to be directed to the MMSD construction page.



Findorff
BUILDING & BEYOND



Future Ready Construction Update

PROVIDED BY FINDORFF

////////// Madison Metropolitan School District ////////// 08.19.2022



This week's update: La Follette High School

We are committed to keeping you informed as we complete construction from the MMSD 2020 facilities referendum.

Summer construction is coming to a close

As summer comes to an end, the academic wings at La Follette High School are finishing up. With crews working long hours to put the finishing touches inside and outside the building, La Follette High School is looking new and fresh. Inside the building, paint and ceiling tile is being installed along with new carpet in classrooms. New ceramic tile and bathroom fixtures have been installed in all bathrooms in the academic wing as well. On the exterior, the new track surface is being installed along with new window frames and glass. Demolition is ongoing in the lower pit near the courtyard, the science wing, and the existing library space. Crews will start framing the walls in these spaces soon.

What's happening with the new corridor?

- Installing steel structure for the new hallway connecting the commons with the academic wing, which is expected to be complete in December 2022
- Finishing concrete work this week and starting exterior stud framing on the north end of the corridor
- Installing temporary enclosures for student access to the academic wing until the new corridor is complete later this winter



New casework has been installed in the science classrooms



Bathrooms have been completely remodeled with new tile, bathroom partitions, and fixtures

DID YOU KNOW?

The open-air area underneath the existing second-floor Library Media Center is known as "The Pit." As part of the 2020 Facilities Referendum, "The Pit" will be transformed into a well-lit instructional space providing experiential learning and improved accessibility. This renovated space will be complete in December 2022.

For additional information or questions,
scan the **QR CODE** to be directed to the MMSD construction page.



Findorff
BUILDING & BEYOND



Future Ready Construction Update

PROVIDED BY FINDORFF

////////// Madison Metropolitan School District ////////// PAGE 2



The new elevator is being installed, along with another opening allowing access from the corridor



Work on the new corridor is ongoing and will be complete in winter of 2022



Workers are putting the finishing touches on the classrooms for the upcoming school year

For additional information or questions,
scan the **QR CODE** to be directed to the MMSD construction page.



Findorff
BUILDING & BEYOND

Proposed Consent Agenda- August 29, 2022

10. Consent Agenda

10.1 Main Motion

10.2 Requests to enroll in high school equivalency diploma programs

10.3 Requests to continue enrollment after age 20

10.4 Requests for Shortened Day Agreements

10.5 Interim Bills

In Workflow

Step: 1 of 1

Submitted by: Natalie P Rew

Waiting for: Jessica Gagan

10.6 Referendum Construction Invoices

In Workflow

Step: 1 of 1

Submitted by: Natalie P Rew

Waiting for: Jessica Gagan

10.7 Contract Compliance

10.8 Contract for Services –Operation Fresh Start

In Workflow

Step: 1 of 7

Submitted by: Reba R Bergmann

Waiting for: Haley Gausmann

10.9 Achieve 3000. Supplemental Instructional Resources and Universal Screener.

In Workflow

Step: 3 of 7

Submitted by: Raquel Soto

Waiting for: Natalie P Rew

10.10 FOLLETT. Replacement Classroom Libraries and Text Sets

In Workflow

Step: 4 of 7

Submitted by: Raquel Soto

Waiting for: Kaylee N Jackson

10.11 Tools4Reading. KidLips. Sound Wall Kits - Supplement for phonemic awareness (for Grade 1-2 teachers, CC teachers, BRTs, coaches)

In Workflow

Step: 3 of 7

Submitted by: Raquel Soto

Waiting for: Natalie P Rew

10.12 Lexia Core 5 and Lexia Power Up

In Workflow

Step: 3 of 7

Submitted by: Raquel Soto

Waiting for: Natalie P Rew

10.13 2022-23 Dear Diary H.E.R Space Program for Middle Schools

In Workflow

Step: 3 of 6

Submitted by: Roxanne Amundson

Waiting for: Natalie P Rew

10.14 Reach Dane Day Care Contract 2022-23

Proposed Consent Agenda- August 29, 2022

In Workflow

Step: 5 of 6

Submitted by: Nancy J Koch Meyer

Waiting for: Sherry Terrell-Webb

10.15 REST (CBITS) High School Implementation 2022-23

In Workflow

Step: 5 of 6

Submitted by: Amy L Donner

Waiting for: Sherry Terrell-Webb

10.16 Requested Funding for PINE Program Expansion

In Workflow

Step: 4 of 6

Submitted by: Shari I Joslin

Waiting for: Nancy F Molfenter

10.17 Contract for Services-Centro Hispano Juventud/Escalera program

In Workflow

Step: 4 of 6

Submitted by: Katherine M Cubilette

Waiting for: Carolyn I Stanford-Taylor

10.18 Edgenuity Licenses

In Workflow

Step: 1 of 7

Submitted by: Raquel Soto

Waiting for: Haley Gausmann

10.19 Contract for Services – Urban League of Greater Madison, Schools of Hope Middle School Tutoring Program

In Workflow

Step: 4 of 6

Submitted by: Katherine M Cubilette

Waiting for: Carolyn I Stanford-Taylor

10.20 Program Budget – Start College Now & Early College Credit

In Workflow

Step: 3 of 6

Submitted by: Mitchell P Staroscik

Waiting for: Natalie P Rew

10.21 Edgenuity Licenses

In Workflow

Step: 1 of 6

Submitted by: Reba R Bergmann

Waiting for: Haley Gausmann

10.22 Early College STEM Academy (ECSA) Phase II Partnership with Madison College

In Workflow

Step: 5 of 6

Submitted by: Tim K Hernandez

Waiting for: Sherry Terrell-Webb

10.23 Madison Education Partnership (MEP) Evaluation of Year 2 of MMSD's Full Day 4-Year-Old Kindergarten

In Workflow

Step: 5 of 6

Submitted by: Janet M Brown

Proposed Consent Agenda- August 29, 2022

Waiting for: Sherry Terrell-Webb

10.24 Data Sharing Agreement with UW Green Bay's Consortium of Applied Research

In Workflow

Step: 5 of 6

Submitted by: Lisa Roscoe

Waiting for: Sherry Terrell-Webb

10.25 Services & Data Sharing Agreement - BookNook for MSCR CLC Elem Enrichment Programs; and American Family Insurance Donation

In Workflow

Step: 5 of 6

Submitted by: Lisa Roscoe

Waiting for: Sherry Terrell-Webb

10.26 Urban League of Greater Madison Services Agreement

In Workflow

Step: 5 of 6

Submitted by: Lisa Roscoe

Waiting for: Sherry Terrell-Webb

10.27 J-1 Visa Sponsorship Services Cultural Vistas

In Workflow

Step: 3 of 5

Submitted by: Ricardo Cruz

Waiting for: Natalie P Rew

10.28 Furniture for MSCR Central - Atmosphere Commercial Interiors

In Workflow

Step: 5 of 6

Submitted by: Lisa Roscoe

Waiting for: Sherry Terrell-Webb

10.29 Design Services for Miele Chikasa Anana/Crestwood/Blackhawk - Gompers Buildings HVAC Renovation

In Workflow

Step: 5 of 6

Submitted by: Svetlin B Borisov

Waiting for: Sherry Terrell-Webb

10.30 Referendum 2020 Capital High School SAIL program space

In Workflow

Step: 5 of 6

Submitted by: Svetlin B Borisov

Waiting for: Sherry Terrell-Webb

10.31 Referendum 2020 Construction Communication

In Workflow

Step: 5 of 6

Submitted by: Svetlin B Borisov

Waiting for: Sherry Terrell-Webb

10.32 Referendum 2020 Owner's Representative Moves

In Workflow

Step: 5 of 6

Submitted by: Svetlin B Borisov

Waiting for: Sherry Terrell-Webb

10.33 Referendum 2020 Contracted Moving Services

In Workflow

Proposed Consent Agenda- August 29, 2022

Step: 3 of 6

Submitted by: Alisa F Brown

Waiting for: Natalie P Rew

10.34 MSCR West Program and Office Facility

In Workflow

Step: 1 of 6

Submitted by: Cory J Degroff

Waiting for: Haley Gausmann

10.35 Duct cleaning for Referendum Comprehensive High Schools

In Workflow

Step: 5 of 6

Submitted by: Svetlin B Borisov

Waiting for: Sherry Terrell-Webb

10.36 Asphalt Replacement - Sherman Parking Lot

In Workflow

Step: 5 of 6

Submitted by: Alisa F Brown

Waiting for: Sherry Terrell-Webb

10.37 Grants and Donations under \$10,000.00

In Workflow

Step: 1 of 1

Submitted by: Julie Pophal

Waiting for: Jessica Gagan

10.38 Human Resources Transactions Report

In Workflow

Step: 2 of 2

Submitted by: Luke M Andersen

Waiting for: Jessica Gagan