



## WEEKLY UPDATE TO THE BOARD OF EDUCATION

December 8, 2022

### A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week marks the sixth week of our second quarter. Throughout this week, we have continued to focus our time and attention on engaging with our dynamic students, staff, and families in their academic and co-curricular endeavors. Hence, we have continued to glean knowledge during our instructional tours, environmental scans, and strategic conversations about ways to refine our practices in pursuit of ensuring our learning spaces are places where all students, staff, and families can thrive.

As we work to graduate all our students ready for college, careers, and the community, we must continue to buttress our systems for accelerating learning and addressing disparities. These efforts are bolstered by the process of respectful and thoughtful interrogation of resources, policies, and practices. This complex work is made more difficult by our local, national, and international challenges, including: ongoing health and racial injustice pandemics; widespread inflation; political polarization; staffing shortages; and supply chain disruptions. Therefore, we must work harder than ever before to include the perspectives and interests of all communities in our dialogues, planning, and implementation efforts, especially those groups who have historically been excluded from the fruits of American society. Only then will we see the broad-based cultivation of the immense and diverse talent in our community.

As we move nearer to the transition from an old to a new year, we remain excited about continuing the work prescribed by the insightful words of our Strategic Framework. It is an honor and privilege to serve the students, staff, and families of our diverse and dynamic community! As such, we look forward to sharing more updates on our district's progress with you in the coming weeks. Thank you for your ongoing support and partnership!

Sincerely,

*Carlton*

Carlton D. Jenkins, Ph.D.

## BOARD OF EDUCATION QUESTIONS

- **Welcoming Schools**  
Please see the attached final summary from Madison Education Partnership (MEP) for an update on Welcoming Schools' research.
- **What percentage of our students earn college credit in calculus?**  
Please see the attached document that is referenced. We compared those numbers to all enrolled high schoolers in those years to find overall student counts and proportions of students earning credits in these courses. For the demographic subgroups, we compared those high school students identified as such *who earned credits in these math courses* up through the end of the specified year (this is also the number of students in the top student count table) to *all* high school students identified as such enrolled during that year. (For example, 42 MMSD high school students in 2017-2018 identified as Multiracial, or 6.1% of high school students identified as multiracial, had earned credits in at least one of these courses by the end of that year.)
- **What is the enrollment for Madison Promise?**  
We accepted 99 students into the program for the fall semester. The breakdown by grade, school, and race can be found in the attached document.

## A QUESTION TO PONDER

- **What are we learning from the debates over how to teach reading?**  
Please find the following article for review as we engage in this discussion:
  - [Hard Words- Why aren't kids being taught to read?](#)

## OTHER INFORMATION

- **Weekly Metrics and Ops Recordings and Agendas:**  
No Weekly Metrics Meeting this week--Next meeting 12.13.22
- **Human Resource Update**  
Please see the attached Human Resources update dated December 8, 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 a construction updates for Southside Elementary School and La Follette High School. You can expect regular communications here about our progress with the referendum construction projects.
- **Proposed Consent Agenda**

Attached is a list of all the proposed consent items for the December 19, 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, December 15.

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



### **Weekly News Report**

Please see that attached MMSD News report for the week of December 2, 2022.



### **Great Things Happening Around MMSD**

- MMSD continues its commitment to Early Literacy and Beyond priority with new Superintendent's [Literacy Advisory Committee](#).
- Madison School District translator helps Hmong families and students stay connected ([WI State Journal](#)).
- Congratulations to West High School's team on winning the [Finance and Investment Challenge Bowl](#); they move on to compete at the state level in May.
- MMSD's [anti-racist IEP committee](#) hosted a family dinner and resource fair.
- MMSD seniors build career path app ([CapTimes](#)).
- [Sherman Middle School](#) staff centered their School Improvement Plan during Monday's staff professional learning day.
- High school jazz band students performed at the UW Jazz Invitational this past weekend ([Memorial and East](#); [West](#)).
- Van Hise Elementary School strengthened connections with their first [parent empowerment](#) meeting.
- Outdoor learning broadens horizons, helps in the classroom ([WI State Journal](#)).

## **OUR UPCOMING BOARD CALENDAR**



Week of December 12

Board Briefings  
Virtual



Mon., Dec 12, 8:15 a.m.

Board Officers/Board Briefings  
Virtual



Wed., Dec. 14, 5:30 p.m.

City Education Committee  
Virtual



Wed., Dec. 14, 6 p.m.

Student Senate  
In Person



Thurs., Dec. 15, 5:15 p.m.

Safety and Student Wellness Ad Hoc

Virtual

- Mon., Dec. 19, 6 p.m. Regular Board of Education Meeting  
In person and virtual—Open to the public
- December 21- Jan 3 Winter Break
- Mon., Jan. 9, 5 p.m. Instruction Work Group  
Virtual and in person for Board Members Only
- Wed., Jan. 11, 5:30 p.m. City Education Committee  
Virtual
- Wed., Jan. 11, 6 p.m. Student Senate  
In Person
- Mon., Jan. 23, 5 p.m. Operations Work Group  
Virtual and in person for Board Members Only
- Wed., Jan. 25, 6 p.m. Student Senate  
In Person
- Mon., Jan. 30, 6 p.m. Regular Board of Education Meeting  
In person and virtual—Open to the public

## ITEMS ATTACHED FOR INFORMATION

1. Welcoming Schools Research
2. College Credit in Calculus
3. Enrollment in Madison Promise
4. Human Resources Update— December 8, 2022
5. Construction Update—Southside Elementary
6. Construction Update—La Follette High
7. Proposed Consent Agenda for December 19, 2022
8. Weekly MMSD News Report—December 2, 2022
9. U.S. Mail:
  - a. Policy Perspectives- December 2022

## Examining School Supports and Barriers to Improving the Health, Safety, and Academic Achievement of LGBTQ+ Students

Mollie T. McQuillan, Sherie Hohs, Jennifer Herdina, Xue Gong, and Erin K. Gill

The Madison Metropolitan School District (MMSD) has invested in several districtwide organizational supports for lesbian, gay, bisexual, transgender, queer, or other non-straight, non-cisgender (LGBTQ+) students. Leaders of these initiatives want to know how these supports have contributed to changes in school-level academics and disciplinary actions. Our study responds to the need by asking:

- How many MMSD students identify as LGBTQ+? To what extent are sexual orientation and gender identity related to academic and socioemotional outcomes for MMSD students?
- What percent of MMSD educators attend inclusivity professional development (IPD) trainings?
- Do elementary schools volunteering for MMSD's whole-school inclusivity program, *Welcoming Schools*, differ from schools that don't volunteer?
- Does that program contribute to variation in schools' academic and disciplinary outcomes?

Our longitudinal study used 2013–2020 MMSD program evaluation and procedural tracking data, along with data from the 2013–2019 Wisconsin Department of Public Instruction discipline reports and school report cards and the 2018 Dane County Youth Assessment. Our descriptive analyses revealed that MMSD students identify with LGBTQ+ labels at far higher rates than national estimates and report better school climate; however, transgender and gender nonconforming (TGNC) students report similar levels of poor school experiences when compared to national surveys. Since 2013, 16% of MMSD staff has received IPD training, but less diverse elementary schools received the intensive *Welcoming Schools* IPD. Controlling for school demographics, the 2018–2019 regression analysis suggests that IPD contributes to fewer school disciplinary actions. Based on our findings, we recommend that MMSD (a) expand and offer equitable access to MMSD district supports for LGBTQ+ students, including professional development, gender and sexuality peer support groups, and inclusive curriculum, (b) offer equitable access to inclusivity professional development, (c) continue to fund and hire a full-time lead to maintain the *Welcoming Schools* program, and (d) include identity-based climate survey items, gender and sexuality administrative data and funding for continued evaluations.

### Major Findings

**How Many MMSD Students Identify as LGBTQ+?** In the 2018–2019 academic year, a conservative estimate using the Dane County Youth Assessment data indicates that almost 1 in 5 MMSD middle and high school students (19%) identified as lesbian, gay, bisexual, pansexual, asexual, another non-heterosexual identity, questioning, transgender, or a gender that does not align with sex-assigned-at-birth. This is almost four times the rate of U.S. adults identifying with these labels. About 4% of the students in MMSD identify as transgender, non-binary, or another gender-expansive identity. According to records kept by the district, the number of students requesting the district to formally acknowledge changes in their gender markers and names via the MMSD name change request form *has quadrupled in the last 5 years*, from 19 in 2015–2016 to 79 in 2020–21.

**Wellbeing of MMSD LGBTQ+ Students.** Overall, MMSD LGBTQ+ students in middle and high school reported poorer school climates and wellbeing compared to their straight, cisgender peers. One-third of LGBTQ+ and 2/5 of TGNC students report feeling like they don't belong and are unsafe in school. Twice as many LGBTQ+ and TGNC students report being anxious often or always and 2.5 times as many LGBTQ+ and TGNC students report depressive symptoms compared to their peers. Most concerning, 4 and 3 times more TGNC (21%) and LGBTQ+ students (13%), respectively, thought seriously about or had attempted suicide compared to cisgender (5%) and straight (4%) students. These findings point to the continued need for access to mental health services and resources for LGBTQ+ students in MMSD.

**IPD Educator Participation.** We estimate that by 2020 approximately 16% of all MMSD faculty and staff participated in some form of MMSD LGBTQ+-inclusion curriculum. Approximately 546 educators participated in

the *Welcoming Schools* IPD program for elementary schools (13% of MMSD faculty and staff), and 190 faculty or staff (4%) attended the voluntary OUT for Safe Schools Institutes in the seven months before the COVID19 disruptions. Again, we found a great deal of variation across schools. As many as 30% of the educators in one school attended the voluntary trainings, while 13 schools sent no staff to the training. Educators from 45 different schools and the central district office received IPD.

**IPD and LGBTQ+ Students' Wellbeing.** Schools reported lower suspension, assault, and endangering behavior rates when participating in the *Welcoming Schools* program when compared to schools that did not participate. These findings hold when controlling for school demographics associated with volunteering for the program, such as high financial resources and less racial/ethnic diversity. Participation in the Welcoming Schools program was not associated with statistically significant changes in academic outcomes. Since the conclusion of this study, both the LGBTQ+ Lead and Welcoming Schools Lead that built this professional development program have left the district.

### Implications for Policy and Practice

**Scale Up Inclusivity Efforts.** Resources and capacity-building to support LGBTQ+ students should expand to meet the needs of MMSD's changing population. The number of students identifying as LGBTQ+ and TGNC has risen in recent years, with more TGNC students requesting that the district formally recognize their social transition. Expanding district supports may help remedy some of the poorer academic and socioemotional outcomes for LGBTQ+ students compared to cisgender and heterosexual students. MMSD students and staff identified these district actions as priorities:

1. allocate additional resources to buy and create LGBTQ+-inclusive curriculum across all grade levels,
2. initiate visible district support against anti-queer, anti-trans efforts in a transparent, timely manner,
3. modify gendered school facilities and resources to ensure greater safety and accessibility for all students and staff,
4. earmark additional financial support to connect trans youth with gender-affirming resources,
5. prioritize mental health resources for LGBTQ+ youth when distributing district resources. The research literature on LGBTQ+ reforms suggest these strategies improve the school climate for students.
6. Continue to fund and prioritize hiring a Welcoming Schools Lead position to lead this district-wide initiative.

**Equitable Access to IPD Trained Educators.** Wealthier, less racially diverse elementary schools participate in the *Welcoming Schools* program, so a targeted expansion of that programming may be necessary to ensure equitable access to this resource. As noted, 4% of teachers and staff attended OUT for Safe Schools training and 13 schools had educators with no training, suggesting the need for more participation and capacity-building to train more educators across the district.

During the 2020-21 school year, results from our study were used by the LGBTQ+ Lead and Welcoming Schools Lead to advocate for a district-wide LGBTQ+ 101 training, which was delivered by the MMSD co-PIs, Sherie Hohs and Jennifer Herdina. MMSD required this training for all school-based staff during the 2020–21 school year, which led to an increase in staff participation in the OUT for Safe Schools trainings and the participation of nine new elementary schools in the *Welcoming Schools* IPD by the 2021–22 school year. MMSD should continue to expand capacity-building with training that includes targeted recruitment in low-participation and upper-level schools.

**Inclusion of Identity-Based School Climate Survey Items and Administrative Data.** Evaluations of the district's gender and sexuality initiatives and descriptions of how LGBTQ+ students fare would be enhanced if administrative data and the MMSD school climate survey included standardized identity-based items (e.g., a gender identity demographic question with non-binary response options, items about bullying attributed to sexual orientation or gender expression). While the Dane County Youth Assessment includes identity-based school-climate items for a sample of middle and high school students (e.g., questions about bullying based on gender, religion, and race), the MMSD survey uses more general prompts to assess student experiences. The

lack of quality data contributes to the erasure of LGBTQ+ student experiences and limits what we can know about the effectiveness of district supports.

**Continued Support for Improvement and Evaluation.** This research-practice partnership helped change MMSD practices in several key areas. The enhanced descriptions of LGBTQ+ student experiences have been used in IPD staff trainings, student advocacy efforts, and a meeting with the Superintendent and school board members concerning trans students. MMSD practitioners on our team report that the more specific statistics for the local district helped leaders and teachers connect to and contextualize the experiences of queer and trans youth better than when trainers used national and countywide statistics. We intend to scale up the IPD evaluation to the national program and explore how affirming district supports, such as MMSD's IPD, contribute to variation in the socioemotional outcomes of LGBTQ+ youth across the country.

	2015-2016	2017-2018	2019-2020	2021-2022
<b>All HS Students</b>	<b>8039</b>	<b>8198</b>	<b>8292</b>	<b>8360</b>
<b># Students with Calc and/or beyond earned credits</b>	<b>473</b>	<b>511</b>	<b>481</b>	<b>485</b>
American Indian/Alaska Native	[redacted]	[redacted]	[redacted]	[redacted]
Asian	98	112	91	93
Black or African American	13	14	8	12
Hispanic/Latino	23	24	26	31
Multiracial	24	42	34	44
Native Hawaiian/Pacific Island	[redacted]	[redacted]	[redacted]	[redacted]
White	315	319	322	304
No IEP	468	503	470	482
Yes IEP	[redacted]	8	11	[redacted]
No ELL	414	433	419	407
Yes ELL	59	78	62	78
No Adv Learner	338	295	171	140
Yes Adv Learner	135	216	310	345
<b>% Students with Calc and/or beyond earned credits</b>	<b>5.9%</b>	<b>6.2%</b>	<b>5.8%</b>	<b>5.8%</b>
American Indian/Alaska Native	[redacted]	[redacted]	[redacted]	[redacted]
Asian	13.6%	15.9%	13.7%	14.4%
Black or African American	0.8%	0.9%	0.5%	0.7%
Hispanic/Latino	1.6%	1.5%	1.4%	1.6%
Multiracial	3.6%	6.1%	4.6%	5.9%
Native Hawaiian/Pacific Island	[redacted]	[redacted]	[redacted]	[redacted]
White	8.8%	8.9%	9.2%	9.1%
No IEP	7.1%	7.5%	6.9%	6.9%
Yes IEP	[redacted]	0.5%	0.8%	[redacted]
No ELL	6.6%	6.9%	6.8%	6.8%
Yes ELL	3.3%	4.0%	2.9%	3.3%
No Adv Learner	4.6%	4.3%	2.9%	2.6%
Yes Adv Learner	19.3%	16.7%	13.5%	11.4%



## Madison Promise Fall Enrollment

### Enrollment by Grade

Grade	Student Count
4	16
5	9
6	13
7	8
8	22
9	14
10	17
<b>Total</b>	<b>99</b>

English Language Learners: 17

Students with IEPs: 24

### Enrollment by Race

School Name	Enrollment Count
Asian	15
Black or African American	28
Hispanic/Latino	20
Two or more races	9
White	27
<b>Grand Total</b>	<b>99</b>

### Enrollment by School

School Name	Enrollment Count
Allis Elementary	3
Black Hawk Middle	1
Capital High	1
Cherokee Middle	4
East High	7
Hamilton Middle	3
Hawthorne Elementary	1
Henderson Elementary	2
Huegel Elementary	2
Jefferson	1
Jefferson Middle	8
La Follette High	7
Lake View Elementary	1
Leopold Elementary	1

Lincoln Elementary	1
Lowell Elementary	2
Marquette Elementary	1
Memorial High	10
Mendota Elementary	1
Muir Elementary	4
O'Keeffe Middle	8
Olson Elementary	3
Sennett	2
Sennett Middle	4
Sherman Middle	5
Shorewood Elementary	1
Spring Harbor Middle	2
Stephens	1
Toki Middle	2
Van Hise Elementary	1
West High	6
Whitehorse Middle	3

<b>Grand Total</b>	<b>99</b>
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# Invest in People

**Culturally Responsive Teaching.** Continue to increase diversity, with a focus on Black Excellence and recruiting male teachers of color

**Building Collective Efficacy.** Implement a fully developed on-boarding process that includes standard start dates throughout the district and a new employee orientation that includes all Central Office departments

**Talent Development.** Forge strong relationships with local and national organizations and universities, including historically black colleges and universities, that can support our teacher – staff pipelines for top talent

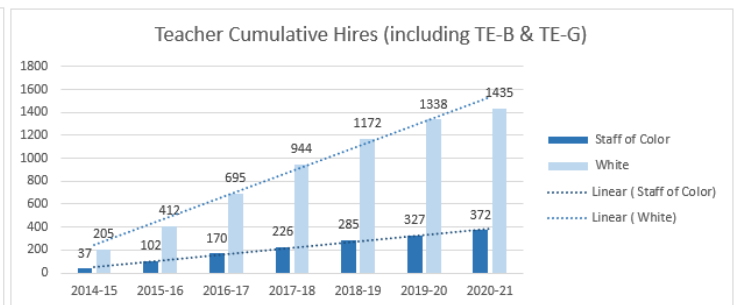
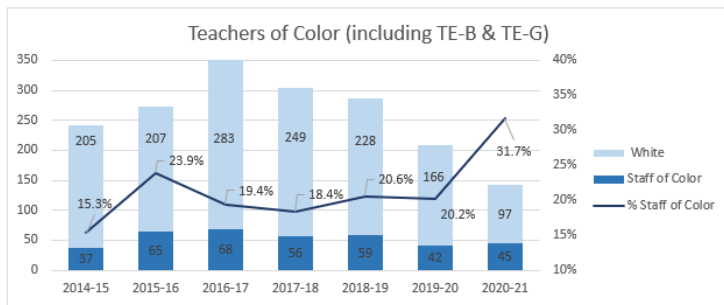
**Strategic school support, improved outcomes for our students.**

As a school district, we are on a mission to close the gaps in opportunity that lead to disparities in achievement and to ensure every child is academically challenged in a safe and supportive environment. Together with our teachers, families, staff, and community, we want to be the model of a successful public school district. We will **invest in people** – We will commit to investing in and fully supporting our staff, with a focus on anti-racist, culturally responsive, and inclusive teaching and **powerfully aligned hiring**, placement, induction, professional growth, coaching, and evaluation practices. Below you will find an update on the teacher hiring progress, in alignment with the district.

## 2022 Recruitment and Hiring Goals - Current Statistics – December 8, 2022

	Goals	Stats	
25% Increase in teacher <b>applicants of color</b>	175	538	307%
25% Increase of <b>new teachers hires of color</b>	70	58	83%
8% Increase in <b>new male/non-binary teachers of color</b>	23	40	174%
30% Increase in <b>new male/non-binary teachers</b>	72	110	153%
100% Total of positions posted since April (Mega Post)	100%	788	75%
Number of Teacher positions filled		683	87%
Number of Teacher positions open		105	13%
# of External Bilingual Teachers positions filled		31	5%
# of External Cross Categorical Teacher External filled		28	4%
# of Total teacher positions filled by external candidates		365	53%
# of Total teacher positions filled by internal candidates		318	47%
Total Number of teacher positions		788	
Number of non-teacher positions open		107	
Number of non-teacher positions filled		339	
Total of non-teacher positions posted since Mega-Post		446	

Year over Year Comparison	2020-21	2021-22	2022-23
New hires (Teacher Unit)	263	445	365
New hires of color (Teacher Unit)	56	58	58



## To Meet These Goals, Human Resources is Committed to:

- Intentionally recruit for highly qualified candidates nationally, including creating strong relationships with HBCU's.
- Focus on high-priority candidates, those who are licensed for the position and score highest in the interview process – ensuring these candidates are screened and sent to Principals first. Following up with high-priority candidates on principal interview feedback to ensure their success.
- Sending periodic emails to all candidates throughout the hiring process on where they are within the process.
- In collaboration with communications, share good and exciting news and updates happening within the district.

## 2022 Vacancies – December 8, 2022

Elementary School	Open	Middle School	Open
Allis	4	Badger Rock	4
Anana	1	Black Hawk	1
Chavez	0	Cherokee	2
Crestwood	1	Hamilton	3
Elvehjem	1	Jefferson	0
Emerson	2	O'Keefe	1
Franklin	0	Sennett	1
Gompers	2	Sherman	3
Hawthorne	0	Spring Harbor	4
Henderson	1	Toki	3
Huegel	1	Whitehorse	1
Kennedy	3	Wright	3
Lake View	4	<b>Total</b>	<b>26</b>
Lapham	0		
Leopold	2	<b>High School</b>	<b>Open</b>
Lincoln	1	Capital/Alt	5
Lindbergh	2	East	7
Lowell	0	Inno & Alt Ed	0
Marquette	2	La Follette	7
Mendota	3	Memorial	5
Midvale	2	Metro	1
Muir	0	Shabazz	1
Nuestro Mundo	1	West	5
Olson	0	<b>Total</b>	<b>31</b>
Orchard Ridge	1		
Randall	1	<b>District Wide</b>	<b>Open</b>
Sandburg	4	Doyle	5
Schenk	1	<b>Total</b>	<b>5</b>
Shorewood	0		
Stephens	2	<b>Grand Total</b>	<b>105</b>
Thoreau	1		
Van Hise	0		
<b>Total</b>	<b>43</b>		

Units (As of 12-8-2022)	Filled	Vacancies	Posted (As of 4-2022)	Percentage
Teacher	683	105	788	87%
EA	208	48	256	82%
Custodian	59	22	81	73%
Food Service	26	21	47	55%
SEE	26	6	32	81%
<b>TOTAL</b>	<b>1002</b>	<b>202</b>	<b>1204</b>	

Teacher Vacancies Breakdown	
Teacher Levels	# of Position
4K-K	2
Grades 1-5	14
Cross Categorical	14
Career & Tech Education (CTE)	0
LMTS	2
Bilingual (BRT, DLI, ESL, BRS. ELL)	15
Fine Arts (Music, Art, Band, etc)	7
Grades 6-8	12
HS - Core Content	13
Physical Education	5
Student & Staff Support	16
World Language	5
<b>Grand Total</b>	<b>105</b>



# Future Ready Construction Update

PROVIDED BY FINDORFF

////////// Madison Metropolitan School District ////////// 12.09.2022



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

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

### Construction is moving along at Southside Elementary School

Construction continues at Southside Elementary School with structural steel work wrapping up. The northwest stairwell's exterior walls are nearly complete, and the air/vapor barrier has been applied to the south side of the building. Three heating, ventilation, and air conditioning (HVAC) units have been set into place on the roof. On the third floor, interior framing is progressing on track, and mechanical work will soon follow. The concrete decks are complete and roofing materials have been loaded onto the roof for installation to begin soon.

### Ongoing construction activities

- Continuing work on the northwest section of the building with exterior framing, sheathing, and air/vapor barrier
- Starting roofing on the south portion
- Installing window frames on the building's south side
- Installing interior metal stud partitions on the second floor
- Beginning mechanical work on the third floor
- Continuing main ductwork, piping, and electrical work on all floors



*View of the commons area from the first floor looking up to a future skylight*



*The third-floor interior wall framing progressing on track*

### DID YOU KNOW?

Construction crews have started assembling a temporary exterior building enclosure, which is necessary to keep the interior of the structure above 55 degrees for construction activities, such as drywall work, to continue on schedule.

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 air/vapor barrier has been installed on the south side*



*Three rooftop HVAC units were set into place this week*



*The view from the street corner on the west side shows significant exterior activity with framing, sheathing, and setting of the remaining structural steel*

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



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BUILDING & BEYOND





# Future Ready Construction Update

PROVIDED BY FINDORFF

Madison Metropolitan School District 12.09.2022



## This week's update: La Follette High School

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

### Nearly complete with the current phase of construction

Progress at La Follette High School continues to make headway as the current phase of construction nears completion. The casework, carpet, ceiling tiles, and other accessories have been installed in the science wing renovation. This revamped space offers more natural light with new windows and polished concrete floors. In "The Pit" infill, the concrete floors in the hallways have been polished, tiling has been installed in the bathrooms, and casework is currently being assembled. The first coat of paint has been applied in the library media center (LMC), with the ceiling grid installation to follow.

### Updates on current work

- Continuing roofing and insulation on the new gymnasium and weight room addition
- Pouring the concrete slab in the new gymnasium and weight room addition this week
- Wrapping up work on the new addition in the courtyard, where the exterior masonry and windows have been installed
- Beginning preparation and planning for the next phase of construction in the life skills department



*The makerspace, a part of the LMC renovation, has been finished with polished concrete floors*



*Roofing and insulation is close to wrapping up on the new gymnasium and weight room addition*

### DID YOU KNOW?

Once complete, the newly renovated LMC space will feature an open concept, acoustic cloud ceiling, decorative light fixtures, and skylights, which will provide an uplifting ambiance to the space that fosters creativity and collaboration.

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



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# Future Ready Construction Update

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



*In the science classrooms, the suspension pipe grid was hung and painted, which will be used for science lab experiments*



*The ceramic tiling in the new bathrooms in 'The Pit' area has been installed*



*The exterior masonry, windows, and doors have been installed on the new addition in the courtyard*

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



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BUILDING & BEYOND

## Proposed Consent Agenda– Regular Meeting–December 19, 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

10.6 Referendum Construction Invoices

10.7 Contract Compliance

10.8 Supplement for phonemic awareness for DLI-DBE K-5

**In Workflow**

Step: 1 of 7

Submitted by: Raquel Soto

Waiting for: Haley Gausmann

10.9 J-1 Visa Sponsorship Services - Cultural Vistas

**In Workflow**

Step: 3 of 7

Submitted by: Leah Dabel

Waiting for: Natalie P Rew

10.10 Agreement with Dane County Human Services - MSCR Youth Resource Centers

**In Workflow**

Step: 3 of 6

Submitted by: Lisa Roscoe

Waiting for: Natalie P Rew

10.11 Shabazz Big Ideas Project Design - Accessory Building for Project-Based Learning

**In Workflow**

Step: 3 of 6

Submitted by: Svetlin B Borisov

Waiting for: Natalie P Rew

10.12 Reallocate approved blanket PO from another V Marchese to Maglio to cover purchases made.

**In Workflow**

Step: 3 of 6

Submitted by: Amy B Townsend

Waiting for: Natalie P Rew

10.13 Equipment purchases for the Food & Nutrition department

**In Workflow**

Step: 1 of 6

Submitted by: Amy B Townsend

Waiting for: Haley Gausmann

10.14 Walk-in combination cooler/freezer for Allis Elementary

**In Workflow**

Step: 3 of 6

Submitted by: Amy B Townsend

Waiting for: Natalie P Rew

10.15 Referendum 2020 Commissioning Service for equipment

**In Workflow**

Step: 1 of 6

Submitted by: Svetlin B Borisov

Waiting for: Haley Gausmann

10.16 Trash and Recycling Contract Extension

**In Workflow**

## Proposed Consent Agenda– Regular Meeting–December 19, 2022

Step: 3 of 6  
Submitted by: Jessica Gagan  
Waiting for: Natalie P Rew

### 10.17 MSCR Central Electrical Overages

#### **In Workflow**

Step: 3 of 6  
Submitted by: Cory J Degroff  
Waiting for: Natalie P Rew

### 10.18 Board of Education Consent Item – Design Services for Miele Chikasa Anana Building HVAC Renovation

#### **In Workflow**

Step: 1 of 6  
Submitted by: Svetlin B Borisov  
Waiting for: Haley Gausmann

### 10.19 Grant of \$158,981.38 from the Department of Health Services, pursuant to Board Policy #6177

#### **In Workflow**

Step: 3 of 6  
Submitted by: Nancy J Koch Meyer  
Waiting for: Natalie P Rew

### 10.20 Grants and Donations under \$10,000.00

### 10.21 Human Resources Transactions Report



## Feature Stories

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[VIDEO: All MMSD 7th graders attend FutureQuest 2022](#) (MMSD)

[Budding Entrepreneurs Are 'Wired Differently](#) (MMSD)

[East High Hmong Scholars' New Year Performance Honors Customs, Traditions](#) (MMSD)

[State Competition Isn't Until This Weekend, East Feels It's Already Won](#) (MMSD)

[Stephens, Toki Teachers Receive UW's Rockwell Award](#) (MMSD)

## Weekly Podcast

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### [Lead to Liberate:](#)

Superintendent Jenkins is joined by West High School's Athletic Director and MMSD alumni, Corvonn Gaines. They talk about challenges and opportunities, being a role model for Black and Brown youth, and the importance of building relationships with students.

## Local News

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[MMSD junior high students get hands-on career experience with local employers](#) (TV 27)

[Madison School District using \\$1.4 million to replace band, orchestra instruments](#) (WSJ)

[Judge dismisses lawsuit challenging Madison Schools gender identity policy](#) (WSJ)

[Madison Schools monitoring 'trifecta' of respiratory illnesses](#) (WSJ)

[WILL appeals dismissal of lawsuit over MMSD gender identity guidance](#) (Cap Times)

[Madison schools seek donations for homeless students](#) (Madison365)

[Committee narrows new Jefferson Middle name options to four](#) (Cap Times)

[For the Record: Officers back in MMSD schools a part of Gloria Reyes' mayoral bid](#) (TV 3)





# POLICY PERSPECTIVES

Vol. 45, No. 6  
December 2022

## REMINDER: REQUIREMENTS FOR GIVING PUBLIC NOTICE OF INCUMBENT NONCANDIDACY DECISIONS

Under section 120.06(6)(b)3m of the state statutes, the school district clerk is now responsible for providing prompt public notice whenever an incumbent school board member whose seat will be contested at the next Spring Election either:

- (1) Files a written notification that the incumbent is not a candidate for reelection to his or her office (see Form EL-163 and § 120.06(6)(b)3); **or**
- (2) Fails to file a declaration of candidacy (see Form EL-162sd) by the ballot access deadline.

When applicable, the notices must be posted on the school district's Internet site. In the unlikely event that the school district does not maintain an Internet site, the clerk is directed to instead post a hard copy of the notice(s) in at least 3 different locations within the school district.

This is a relatively new public notice requirement. It took effect for the first time in 2021.

In practice, clerks (or a district employee acting as the clerk's designee for this purpose) will need to address these public notice obligations in connection with two separate dates/processes every year:

- (1) The late-December deadline for incumbents to file a notification of noncandidacy\*\* (i.e., 5:00 p.m. on December 23, 2022, for the current election cycle); **and**
- (2) The early-January deadline for incumbents to file their ballot-access documents, including the declaration of candidacy (i.e., 5:00 p.m. on January 3, 2023).

*\*\* The WASB recommends that the public notice be posted promptly after each filing—even if the incumbent files prior to the final deadline.*

The content of the notices associated with each of the dates/processes listed above will be different. The content will be different not only because the triggering event for each notice is different, but also because if an incumbent board member files a timely notification of noncandidacy, then there is no extension of the ballot-access filing deadline for other potential candidates. In contrast, if the normal ballot-access filing deadline expires in early January and an incumbent has **neither** given timely notice of noncandidacy **nor** submitted a declaration of candidacy to qualify for the ballot, then the clerk should give notice that the incumbent did not declare as a candidate and that the January filing deadline is subject to a 72-hour extension for other qualified electors who may wish to declare their candidacy for the affected office(s).

There is one scenario in which the school district clerk (or his/her designee) is **not** required to post any type of public notice under section 120.06(6)(b)3m. Specifically, there is no notice obligation under the statute if **both** of the following apply to each incumbent whose seat will be contested at the next Spring Election:

- (1) No such incumbent files written notification of noncandidacy; **and**
- (2) Each such incumbent files their ballot access documents in a timely fashion.

However, even when there is no notice obligation, nothing prevents a school district from informing the public (e.g., on a school board elections web page) that no incumbent has filed a notification of noncandidacy.

The Wisconsin Elections Commission has not created a standard form or a sample notice for purposes of compliance with section 120.06(6)(b)3m. The WASB has created samples that school districts may refer to and adapt as necessary or appropriate. The WASB samples can be found on our website at: <https://wasb.org/legal-human-resources-services/school-board-elections-resources/>



## VERIFY THAT LOCAL SPECIAL EDUCATION POLICIES, PROCEDURES, AND FORMS INCLUDE ALL 2022-23 UPDATES

Starting late last school year and continuing through October, the Department of Public Instruction has been actively communicating with school districts about 2022-23 updates to (1) the Wisconsin *Model Local Educational Agency Special Education Policies and Procedures*, and (2) various special education forms.

As we reach the end of the calendar year, special education directors and other school administrators should verify that district resources have been updated and that staff in all buildings and programs are consistently using the most current resources.

Links to the current DPI model policies, procedures, and forms and other related information can be accessed from the following DPI web page: <https://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample>

### Model Policies and Procedures

All local educational agencies (LEAs) are required to establish written policies and procedures for implementing the state and federal special education laws. Most school districts comply with this requirement by adopting model special education policies and procedures developed by DPI.

The DPI's *Model Local Educational Agency Special Education Policies and Procedures* were amended in July 2022. The primary content revisions aligned the model policies and procedures with (1) the current disability categories requirements, as found in PI 11.36 of the Wisconsin Administrative Code, and (2) the current statutory requirements related to seclusion and restraint, as found in section 118.305.

School districts and other LEAs that choose not to adopt and use the DPI model policies and procedures remain obligated to update their local equivalents to reflect current laws and regulations. Further, any time that such a school district makes substantive modifications to its local special education policies, procedures, or forms, the district must submit those modifications to DPI for review.

### Sample Special Education Forms

DPI revised numerous sample special education forms in May 2022 and revised two additional forms (the I-7 ACT with Writing and the I-7 PreACT Secure) in September 2022. Spanish and Hmong translations of many of the revised forms are already available, and any remaining translations should be available soon.

DPI maintains a helpful resource that further explains the current-year changes to the forms. Refer to: [https://dpi.wi.gov/sites/default/files/imce/sped/pdf/Forms\\_Change\\_Summary\\_2022.docx.pdf](https://dpi.wi.gov/sites/default/files/imce/sped/pdf/Forms_Change_Summary_2022.docx.pdf)

### Guide to Special Education Forms

The DPI also recently released an updated version of its *Guide to Special Education Forms* (rev. 09/2022). The resource provides important guidance and instructions on the use of the sample forms. School district staff should ensure that they are referring to the current version of the *Guide* as they work with any of the forms.

The complete *Guide* is available at: <https://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample/forms>

## SPECIAL EDUCATION BULLETIN ADDRESSES ASSISTIVE TECHNOLOGY NEEDS OF STUDENTS WITH DISABILITIES

This fall, the Wisconsin Department of Public Instruction (DPI) published a Special Education Informational Bulletin (Bulletin 22.02) that provides technical assistance on state and federal requirements related to identifying and addressing the need for assistive technology as part of special education evaluations and as part of Individualized Education Program (IEP) development. As explained in the bulletin, "Assistive technologies include both devices and services designed to address specific barriers that students with disabilities may face when they interact with their environment or materials, barriers that result in inequitable learning opportunities and outcomes."



School districts have asked the WASB's legal and policy services staff whether Bulletin 22.02 mandates any specific policy updates. The general response to that question is that the technical assistance does not mandate specific policy changes. The Wisconsin *Model Local Educational Agency Special Education Policies and Procedures* (mentioned in the prior article, above) include provisions that address school districts' basic obligations related to assistive technology under the Individuals with Disabilities Education Act (IDEA), and those provisions have not been recently amended. The DPI's model policy language on this topic is, essentially, a direct repetition of the applicable federal regulation. See 34 C.F.R. § 300.105; see also § 115.76 of the Wisconsin Statutes and parallel regulatory definitions found in 34 C.F.R. §§ 300.5 and 300.6.

One potential local policy issue related to assistive technology for students with disabilities is that local policy should recognize that school district obligations may arise under **either** the IDEA **or** under Section 504. That is, even though Bulletin 22.02 is specifically focused on assistive technology that is used to address the disability-related needs of students receiving special education services through an IEP, assistive technology may also be required and provided through a Section 504 plan.

All school district employees who perform special education evaluations or who regularly serve as a member of IEP teams for individual students will benefit from a close review of Bulletin 22.02. Some of the critical points covered in the bulletin include the following:

- Assistive technology is a special factor that must be considered when developing each student's IEP.

- Any student ages 3 through 21, irrespective of the student's disability category, is eligible to receive assistive technology as part of their IEP if the IEP team determines that the student needs assistive technology to receive FAPE in the least restrictive environment.
- An assistive technology assessment identifies if a student requires an assistive technology device or service and how assistive technology may help meet the student's unique disability-related need(s).
- Assistive technology must be provided at no cost to the parents of a student with a disability.

Some of the additional issues that are directly addressed in Bulletin 22.02 include the following:

- The role of an assistive technology assessment as part of a special education evaluation (or reevaluation).
- The appropriate procedures for documenting assistive technology within an IEP.
- Reporting progress on the use of assistive technology.
- Additional local educational agency responsibilities related to assistive technology.
- The relationships among "Accessible Educational Materials" (AEM), "Augmentative and Alternative Communication" (AAC), and "assistive technologies."
- Making assistive technology available during extracurricular activities and outside of school.
- Using assistive technology trials.
- Medicaid and insurance billing.

**Source:** <https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins>

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**Policy Perspectives** is designed to provide general information as a service to all WASB members. It should not be relied upon as legal advice. If legal advice is required, the services of competent legal counsel should be obtained.





Wisconsin State Education

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**2023 KEYNOTE SPEAKERS** HELP YOU MANAGE CONFLICT,  
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## DAVID HORSAGER

**Keynote Speaker**

**Wednesday, Jan. 18, 2023**



David Horsager is the CEO of Trust Edge Leadership Institute and a global authority on helping leaders become the most trusted in their industry. "A lack of trust is your biggest expense," he says. Without trust, influence is destroyed. Without trust, leaders lose their people. Trust can be either your most vulnerable weakness or your greatest asset. David has advised leaders and delivered life-changing presentations on six continents, with audiences ranging from FedEx, Toyota and global governments to the New York Yankees and the Department of Homeland Security.



## SARITA MAYBIN

**Keynote Speaker**

**Thursday, Jan. 19, 2023**



Sarita Maybin shows audiences how to transform uncomfortable conversations into constructive communication. With real stories and real solutions, she breaks down barriers to reveal how to work together. Raised as a "military brat," Sarita mastered making fast friends and finessing stressful situations. She quickly learned that it wasn't just what you say, but how you say it that matters. This former university dean literally wrote the book on how to answer the perpetually perplexing question: "If You Can't Say Something Nice, What DO You Say?" She continues the conversation in "Say What You Mean in a Nice Way."



## THOMAS THIBODEAU

**WASB Breakfast Keynote Speaker**

**Thursday, Jan. 19, 2023**



Thibodeau is a husband, father, grandfather, teacher and an active community member from Wisconsin Rapids who has done nothing but inspire students and change the world since coming to Viterbo University in 1984. Through the years, his infectious enthusiasm, compassion and commitment to leadership and service have inspired countless colleagues and community members. He is the founder of the Master of Arts in Servant Leadership, the first master's degree of its kind in the nation, and also a founding member of Place of Grace, a hospitality and fellowship resource in La Crosse.



## COURTNEY CLARK

**Keynote Speaker**

**Friday, Jan. 20, 2023**

Clark is the luckiest unlucky person in the world. After a series of major struggles beginning in her mid-20s, she has built two successful businesses and is the author of two books. Her most recent is titled "The Successful Struggle: Powerful Techniques to Achieve Accelerated Resilience." The discomfort of change can shake an organization's culture. Courtney helps teams face change with a new set of skills and ReVisionary Thinking™. She teaches systems for adapting that are practical, inspiring and grounded in research. She has spoken worldwide to organizations like Procter & Gamble, Dell, S&P, Humana and Cardinal Health.

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