

2017-18 Preliminary Budget - Proposed **ADDITIVE** Amendments to the JUNE Preliminary Budget

Updated: June 23, 2017

Proposal #	Item	Sponsor	Estimated Cost	Explanation	Admin Analysis	Status
1	Circles of Support programs at Hawthorne and Thoreau	A. Moffit	\$150,000	<p>Allocate \$150,000 dollars in district resources to fund the Circles of Support Program at Thoreau Elementary School and Hawthorne Elementary School.</p> <p>- \$60,000 in FTE or program costs at each school</p> <p>- \$30,000 in FTE to create a pilot expansion into each elementary school's respective middle schools (Cherokee and Sherman)</p> <p>Further rational and supporting data found here: https://drive.google.com/drive/folders/0Bxhmx5B_s4rSVixTVFjX2lpbDA https://mail.google.com/mail/u/0/#inbox/15c3b49c24cb897a?compose=15c3fd04f1d0669&projector=1 https://mail.google.com/mail/u/0/#inbox/15c3b49c24cb897a?compose=15c3fd04f1d0669&projector=1</p>	<p>Based on detailed discussions with both Hawthorne and Thoreau principals and staff who lead the programs, we would recommend a total of \$50,000 investment into Circle of Support divided evenly between these two schools. This would ensure they can each run their programs next year, and that there would be available funds to pay the staff extended employment to document what the program is, what the expected outcomes are and to develop an evaluation plan to measure outcomes. This would be monitored through our Partnerships Team. Also built in is a team visit to a Racine best practice school. Then, we would be in a better position next budget season to discuss and evaluate the need to expand either to middle schools or any other elementary schools. Recommend this amendment be embedded in the Prelim Budget.</p>	\$50,000 investment included in the June Preliminary Budget.
2	<u>Wright Uniforms</u>	TJ Mertz	\$45,000	To fund the purchase of staff and student uniforms at Wright Middle School.	<p>Staff costs are approximately \$6,300 Student costs are approximately \$38K, see Budget Q&A responses.</p> <p>The Board's waiver of the Board policy on uniforms for students and staff means that the Board has no obligation to pay for these uniforms. Additionally, if the Board paid for these it would be a recurring annual costs invested in the Wright Middle School budget, which is already one of the highest cost per student schools in the district. Finally, the Wright analysis provided to the Board when the Board passed this proposal earlier this year concludes that both staff and students will save money by not buying multiple school clothes. Finally, both the staff and the parents supported this plan and this proposal knowing that funding would not be available.</p>	<p>Recommend: Approving the \$6,300 in costs associated with the staff uniforms. This amount is not yet built into the Preliminary Budget.</p>
3	Class Size:	TJ Mertz	\$500,000 to \$1,500,000	<p>Amend the 2017-18 MMSD Preliminary Budget by immediately allocating an additional \$500,000 to expand the number of budgeted unallocated classroom teacher positions, and Dependent on the per pupil categorical aid provisions of the biennial Wisconsin State budget allocating up to an additional \$1,000,000 to expand the number of budgeted unallocated classroom positions proportionately with no additional allocation if the categorical aid increase is \$100 or less, up to \$1,000,000 if it is \$200 or more, and Establishing the following guidelines for the prioritizing the allocation of these new positions to schools: setting standards, but allowing for flexibility based on unique circumstances, local knowledge, and professional judgment, with primary consideration to be given to allocating positions to meet the standards in the order listed below: (See Attached Document)</p>	<p>An additional \$500,000 investment in unallocated staff is included in the June Preliminary Budget. This is the second of two \$500,000 additions to the unallocated staffing pool, for a total of \$1,000,000 of additions, and a grand total of \$1,350,000 when combined with the remaining portion of the original unallocated pool (remember that we used the unallocated pool more proactively this spring than we have in the past). The unallocated reserve for regular education is now 18.00 FTE. The 2017-18 staffing plan was designed based on current board policy. The class size policy is the major force behind the staffing plan, while the unallocated pool is intended for case-by case adjustments as needed at the start of school to to keep class sizes with the board guidelines. We would recommend that policy drive the budget, and that any significant change to class size standards occur through policy, allowing the budget to follow policy.</p>	Open

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4	Title I	TJ Mertz	neutral	I propose using traditional self identification low income counts instead of direct certification to allocate Title I funds, along with the "35% rule," in order to include more schools. For K-5 schools (spreadsheet here), at minimum this should add Thoreau, Kennedy, Huegel, and Stephens (with Muir and Lapham possible). For 6-8, Whitehorse would be added, with Jefferson and Toki as possibilities (6-8 spreadsheet here). As noted above in the class size discussion, the different methods of counting low income students yield different results. It is far from clear that one is "better" or more accurate. What is clear is that the differences in the poverty levels among the schools (by either method of counting) most impacted by a change are not great. With Title I as the most important tool we have to provide resources based on student poverty, it is worth considering including more students and schools in the program by using traditional self identification counts instead of direct certification. Some schools would lose in this change, but the losses could be minimized by adjustments to the current practice of banding schools by poverty ranges and allocating different per pupil amounts for different ranges. The 2017-18 budget also includes a \$250 increase in the Middle School per pupil that could be instead partially or wholly reallocated to all schools. I would like to see staff develop for consideration a proposed reallocation of Title I funds as described here.	A detailed discussion occurred with the Director of State and Federal Programs related to the Title I poverty measures and allocation process. We recognize there are multiple ways to allocate Title I within federal guidelines. After careful consideration we believe our current methodology aligns with our goals and strategy to support intensive schools via a tiered approach. It is important to note that adjustments to the ways in which Title I funding is allocated can create significant disruption to staffing plans and school resources.	Withdrawn
5	.50 FTE Special Education/English Language Learner Recruiter	A. Moffit	\$60,000	Special Education staff and English Language Learner staff continue to be the areas of greatest need in our district. The district continues to rely on too many emergency/non-certified hires, leading to poor academic outcomes. In the upcoming year, there is a projected loss of about 30 staff in the area of Special Education. The district also had about 40% of the bilingual staff holding emergency certifications. Both of these areas required highly qualified and experienced staff that should be familiar with our district and school culture. We continue to see a high turnover of staff in these areas which may be partially due to inadequate vetting and recruiting practices.	The district would benefit from having an FTE with a primary function dedicated to recruiting. The District had a .50 FTE in the budget last year and was unable to secure applicants or fill the position at half time. If the position is going to be funded, we recommend that it be funded at 1.00 FTE (\$120K including benefits) to attract a pool of viable candidates, and that the role focus on hard to fill positions, including but not limited to bilingual and special education.	Open
6	Air-Conditioning Units for summer school sites	A. Moffit	\$85,000	As the district continues to expand summer school sites, there are more students and staff having to be in classrooms and spaces that are extremely uncomfortable, and at times, unsafe. Using this money, there could be a pilot to determine whether a more comfortable classroom temperature leads to better academic gains and school climate within our summer school programs. It will also reduce the need to cancel classes during the summer.	We agree that summer classes in schools without air conditioning is not ideal. Over the years we have devised many common sense practices for dealing with excessive heat, which we supplement with fans, water, etc. Since summer programming is trending towards using local neighborhood schools, adding A/C at those schools which need it is featured in capital maintenance plan (July 2017).	Withdrawn

Updated: June 23, 2017

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7	Providing attorneys for students recommended for expulsion	N. Vander Meulen	\$25,000	<p>Wisconsin school discipline law “ gives tremendous power to school boards to discipline public school students, in general as long as minimal due process is provided to the student. ” (Wisconsin Lawyer Magazine, September 2014, Volume 87, Number 8) However, on occasion, minimal due process is not given to students who face expulsions. Cost and time constraints, along with other factors result in students being unrepresented or using lay advocates with little training in the law, or understanding of the due process rights of the student. Additionally, errors by hearing officers and/or Board of Education Members may result in students rights not being given the primacy they deserve. Although these are correctable errors via the appeal process, students who are unrepresented are unlikely to be fully aware of or prepared for an appeal. It is better to seek to prevent these errors Expulsion is the most severe school based punishment a student can receive. This amendment commits our district to upholding the rights of students in these circumstances by providing all students recommended for expulsion access to qualified legal counsel.</p>	<p>The State Public Defender's Office already provides pro bono legal services to students facing expulsion. This program is known as the STEPP program. The attorneys in STEPP receive training from the public defenders office in order to perform this work. They also receive continuing legal education credit rather than financial remuneration. Under our current processes we provide families with written notice of their right to be represented by an attorney or an advocate during the expulsion process. We also provide a list of attorneys, which includes the STEPP program, to families. While we wouldn't recommend creating our own STEPP program, we do agree that we should review our communication with families regarding the existence of the STEPP program. We believe a more explicit conversation with families regarding their rights to seek counsel, and a clearer connection to the STEPP program, will provide families with the legal support they are entitled to during the expulsion process.</p>	Open

2017-18 Preliminary Budget - Proposed **DEDUCT** amendments to the JUNE Preliminary Budget
Updated: June 23, 2017

Proposal #	Item	Who	Cost Reduction	BOE Rational	Admin Response	Status
1	Principal Leadership Coaching (Online Modules)	TJ Mertz	\$50,000	N/A	<p>Research supports that one of the most important levers for student outcomes is the quality of the school leader, the principal. The Forward Madison Partnership has enabled MMSD to develop an approach to induction for new leaders. We have learned through our 3 year partnership that we need to better develop a sustainable bench of MMSD principal coaches. In order to do this effectively and efficiently, we recommend that through the Forward Madison effort we develop a blended professional learning approach (online modules, face-to-face coaching using stipends for veteran principals, and/or use 360 survey efforts to identify areas of strength and growth for leadership development). Coaching will also be expanded to Assistant Principals new to MMSD. These efforts are aimed at accelerating school leadership effectiveness, improving student outcomes and reducing achievement and opportunity gaps. Without this investment, we will not be able to support new leaders. Immediate expenditures will be 25K to support coaching stipends, sustaining work that was previously funded through the Forward Madison Partnership. The Forward Madison Partnership evaluation will be released in July. Evaluation data will further inform the planning approach and development of these leadership modules. In summary, we recommend amending this total to \$25K.</p>	The June Preliminary budget has been adjusted to reflect a \$25,000 total investment rather than a \$50,000 investment.
2	Bilingual Transportation	TJ Mertz	\$35,000	Reduce from \$135,000 to \$100,000. Estimates of cost increase is \$78,448.50 to \$125,709.30; it seems reasonable to budget at the \$100,000 level.	<p>We will know exact costs of bilingual transportation needs by the end of June. We would need to reserve some funds to meet the needs of students who enroll in bilingual programs throughout the summer. We do not recommend decreasing this amount of transportation funding at this time. This could be re-evaluated prior to the October budget if needed.</p>	Open

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3	Middle School Report Card - \$40,000	TJ Mertz	\$40,000	N/A	<p>Our middle schools need to develop an approach to grading practices that is transparent to families and ensures students are ready for 9th grade. Families consistently report a need for a report card that is more transparent and aligns grading practices to instructional expectations. Next year is a planning and development year for the consistent grading approach implementation in SY 18-19.</p> <p>Our planning efforts for this year to redesign our Middle School Report Card is on the heels of a successful effort to implement the new Elementary School Report Card. We would take lessons learned from that process and apply them to this planning process. Toward the middle of the school year, we would use the budgeted funds to train staff and implement the changes into IC. To do it right, we need IC customization to make the work efficient for teachers.</p> <p>If these funds are not approved, we would continue our planning efforts but may not be able to do the necessary work to implement in 18/19 as planned. This work is intentionally planned to occur at the same time as the our middle school efforts around the Adolescent Experience.</p>	Open
4	Welcoming Schools	TJ Mertz	\$90,000	N/A	<p>We see Welcoming Schools as a critical program to support social and emotional learning and ultimately a program that supports the implementation of the BEP in our schools. Our schools that have piloted Welcoming Schools have seen the strength of the curriculum with students and the impact at schools like Lincoln, Schenk, Shorewood, and others. To advance this work, we propose a Welcoming Schools Teacher Leader to engage in a trainer-of-trainer model development and deepen implementation in current Welcoming Schools.</p>	Open

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5	Pathways Professional Development - Reduce the budget	TJ Mertz	\$94,000	This is the amount for the Project Based Professional Development, but amendment does not mandate which components are funded.	<p>Current funding from the Joyce Foundation is slated to replicate our current professional development model. The Joyce funding PD model includes basic team development, foundational integrated project development (but not refinement), and quarterly data reviews and implementation meetings. The PD model is effective; however, this PD model does not include project-based instructional training and support for schedule modeling to best leverage instructional time across a class period, day, and school year.</p> <p>Cutting the Pathways Professional Development budget in half would severely limit our ability to ensure high quality implementation of the pathways model through high quality professional development of school based staff. For example, if we cannot pay teachers to attend professional development on project-based instruction then we would have to consider making it optional, online or offer some other lower quality option than in person. Additionally, in that scenario we cannot ensure equal access to the professional development for all staff.</p>	Open

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6	Developing Future Teachers, Use the Employee Handbook Co-Curricular pay schedule at 5% - Reduce the budget	TJ Mertz	Budget impact is unknown.	N/A	<p>This item is budgeted at \$18,000 in order to fund stipends at each high school of \$4,500 a piece to each staff that coordinate the efforts. Please note the funding was split in the past between UW & MMSD. The stipend amount versus a base salary percentage facilitated building a predictable budget. The stipend supports the following work:</p> <ul style="list-style-type: none"> · In-school contact for Forward Madison TEEM Scholars including communicating and providing in-school support to TEEM Scholars as needed · Recruit new students to TEEM Scholar program · Supervise students for Wisconsin Leadership Certificate program: meet with students and teacher mentors to establish expectations and goals; monitoring hours, and progress including reviewing weekly reflection journals during internship experiences · Monitor academic progress for college admissions target success and have primary responsibility for academic monitoring: <ul style="list-style-type: none"> o Using Infinite Campus to monitor T.E.E.M. Scholars academic standing. o Meeting with high school counselors assigned to TEEM Scholars, to collaboratively share individual plans/strategies for success o Incorporate skill/advocacy development to have students check their Infinite Campus account to monitor progress and meet with students individually as needed o Communications to parents on academic progress as needed o Provide quarterly update report to TEEM Scholar Program Coordinator · Facilitate opportunity for TEEM Scholars to share their experiences with their school, participate in leadership roles at school · Attend field trips and participate in UW programming, if available. · Serve on TEEM Scholar Design Team providing programming recommendations and modifications . 	Open

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7	Development of Redesign for Secondary Alternative Schools	TJ Mertz	\$50,000	Reduce from \$100,000 to \$50,000. (No other explanation provided)	Both Capital High and Shabazz are deeply engaged in long-term visioning and planning to better serve students who have traditionally not been successful in our comprehensive high schools. These schools will design, support and monitor their plans. The resources to support this work are \$50k carried over from 16-17 and a new \$100K for 17-18, for a total of \$150K to be spent over the next 12 months. With reduced resources this work will not be completed on the timeline that the middle school teams have anticipated and worked towards. This work is directly tied to the Alternative Programs work that the Board has asked us to do with the goal of improving outcomes for students and the potential to expand seats in our alternative sites.	Open
8	Reservation for Innovation Opportunities	TJ Mertz	\$200,000	N/A	The \$9.27 million TID 25 funding source was divided into four major categories: maintenance, technology, high leverage planning/design, and a reserve for innovative opportunities. The innovative opportunities portion is \$800,000 or just under 10% of the total. The schedule of expenditures is \$200,000 in 2017-18, followed by \$300,000 in 2018-19 and \$300,000 in 2019-20. The innovative opportunities allocation is a reserve, without a preconceived spending strategy.	Open

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9	Middle School Project	A. Moffit	\$150,000	Currently, the district is transforming the high school experience via Personalized Pathways, continuing to improve the Behavior Education Plan, as well as DLI expansion and an ESL redesign. Based on feedback from staff, it is clear that there continues to confusion and instability in many of our schools as they adjust to a large number of broad scale initiatives being implemented simultaneously. A redesign of the middle schools would create greater instability. Although we are seeing increased challenges in our middle schools, there needs to be time for staff and student to digest the numerous changes already put in place.	Due to next year being a planning year, the budget for this project is \$50,000 and not \$150,000. The difference had been intended to be moved into future TID years. Therefore, we are asking for only \$50,000 for this priority item this year. We are very conscious of the impact this work has on schools and therefore we have created a timeline for our middle school design work. The \$50K will support school based team planning outside of the school day and scheduling clinics with consultants to improve scheduling practices and the skills of those scheduling in preparation of long term changes. We recommend funding at \$50,000 for 2017-18.	The June Preliminary budget has been adjusted to reflect a \$50,000 total investment rather than a \$150,000 investment. This is based on the projected pace of the work, with 2017-18 being an introductory year.
10	Budget Design- Focus on Improved Allocation Tools for Special Education Staff	A. Moffit	\$50,000	Our district has many qualified staff that can create a more equitable means of distributing resources and reviewing allocation processes. We have added several positions that should be able to take on this work. Using outside consultants continues to drain district resources away from our schools and staff, and creates additional challenges due to their unfamiliarity with our district and its priorities	This allocation will support new tools and processes for allocation of special education staff through the annual staffing workbook process. The goal is to improve the transparency and accuracy of staff allocation through better use of timely data.	Withdrawn