



WEEKLY UPDATE TO THE BOARD OF EDUCATION

October 1, 2020

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

As September has come to a close, the fourth week of school continues to uncover opportunities and challenges related to virtual learning. Despite the ongoing uncertainty caused by COVID-19, our talented and committed district people continue their work to refine our virtual learning practices to ensure rigorous instruction as well as intentionally addressing the social-emotional needs of our students and families. Thank you for continuing to refer staff members and families who have building-level questions to their principal for problem solving.

During last week's Board of Education Regular meeting, we had the opportunity to review our 2019-2020 Annual Report. Throughout the robust discussion of the report and the appendices, we had the opportunity to have a strategic conversation about our current efforts and future plans. Thank you for continuing to share excellent questions and thoughtful insights related to our continuous improvement efforts.

This week, we have continued engaging in referenda presentations and discussions. On Tuesday, board members Savion Castro and Nicki Vander Meulen expertly facilitated our referenda session with La Follette High community leaders. This evening, Board Chair Gloria Reyes and Board Member Cris Carusi will facilitate the referenda session with the West High community. As excitement continues to build for our referenda, I would like to express my sincere thanks to all of you for your continued work.

I hope you all will have a great first weekend in October. We look forward to providing you with more updates on our district's progress next week.

Sincerely,

Carlton

Carlton D. Jenkins, Ph.D.

OTHER INFORMATION



Black Lives Matter Signs

We know some of our board members have received questions around “Black Lives Matter” signs/banners at our schools. In follow up we have received information that some of the Black Lives Matter signs do not comply with Madison City Ordinances. Signs or banners that are attached to fences or signs created with cups in the fence need to be removed. Our custodians will be removing them.

Permanent marquee signs, which typically display information about events, comply with official ordinances and will remain while our district reviews policies and procedures relative to signage. We hope our review will shape practices in a manner which is consistent with our Strategic Framework and Core Values.



Restraint and Seclusion Data

Attached is the information required by Wisconsin State Statute regarding the use of restraint and seclusion in school districts. Act 118 passed this past spring shifting the timeline of providing this information to the Board of Education to October 1 of each year. In addition to this shift, school districts now also need to report these data to DPI by December 1st of each year.



Title IX Policy Review Work

Due to the complexity and the desire to engage the Board’s Policy Review Team, the Title IX policy revisions that were scheduled to come to the board in October will now be coming to the Instruction Work Group in November. The final version will be proposed for voting at the November 23 Regular meeting.



Budget Update: USDA extends waivers

Great news! Today, October 1, legislation passed to extend the USDA waiver for food service distribution flexibility through September 30, 2021. While this doesn't change our budget projections for Fund 50 any longer, it gives us the comfort we need that our budget projections should hold through the end of the year and it's great news for next summer planning. [Here](#) is a good link to summarize the legislation.



Virtual Community Events:

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

- MMSD is hosting several **2020 Referenda Facebook Live Sessions**. These sessions are a great opportunity to have several high school communities learn about the referenda on the ballot this upcoming November.

✓ [West High School](#): Thursday, **Oct. 1**, at 5 p.m.

- ✓ MMSD’s **Virtual Learning in MMSD: A Facebook Live Session in Spanish** is Tuesday, **Oct. 6, at 6:30 p.m.** This live session will be an opportunity to engage with school and district leaders to talk about how virtual learning is going and answer questions from viewers. You can find [more info here](#).
- The **YWCA Madison’s 2020 Virtual Racial Justice Summit** will take place from **September 29 through October 1**. This year’s theme is “Reconstruction, Centering Blackness: A Path to Build Collective Power and Justice for All.” The Summit has been taking place for 19 years and has brought so many people in the Madison community together. The final registration deadline is September 14. More info. can be [found here](#).
- MMSD’s **2020 Referenda: Teletown Hall Meeting** will be held on Wednesday, **Oct. 7**, from 6-7 p.m., to discuss the upcoming [2020 Referenda](#). Tens of thousands of Madison-area residents will receive a phone call inviting them to join this live telephone town hall meeting. Find more [info. here](#).
- On **Saturday, October 10, NAMIWalks is hosting a virtual experience joined by NAMIWalks across the country**. There will be several activities for people to participate in and/or other ways to celebrate the virtual walk day. More info. can be [found here](#).
- The UW Madison Wisconsin Union and UW Madison Diversity are hosting the **2020 Diversity Forum on Tuesday, October 27, and Wednesday, October 28**, from 8 a.m. to 4 p.m. The goal of the Diversity Forum is to update, educate, and activate participants on contemporary issues around diversity and inclusion. There will be a keynote address by Robin DiAngelo, author of [White Fragility: Why It’s So Hard for White People to Talk About Racism](#). More information can be [found here](#).

OUR UPCOMING BOARD CALENDAR

- Thurs., Oct. 1, 5 p.m. MMSD Referenda Community Session
West - Virtual
- Mon., Oct. 5, 9 a.m. Board Officers
Virtual
- Mon., Oct. 5, 5 p.m. Instruction Work Group
Virtual
- Tues., Oct. 6, 6:30 p.m. Referenda Community Session in Spanish
Virtual
- Wed., Oct. 7, 6 p.m. Teletown Hall Meeting re: referenda
Virtual

- Thurs., Oct. 8, 5 p.m. Safety & Security Ad Hoc
Virtual
- Mon., Oct. 12, 5 p.m. Operations Work Group
Virtual
- Tues., Oct. 13, 4 p.m. Student Senate Superintendent Advisory
Virtual
- Tues., Oct. 13, 5 p.m. Student Senate Regular meeting
Virtual
- Wed., Oct. 14, 5:30 p.m. City Education Committee
Virtual *TENTATIVE*
- **Week of October 19** **Board Member Briefings**
Virtual
- Thurs., Oct. 22, 5 p.m. Safety & Security Ad Hoc
Virtual
- Mon., Oct. 26, 9 a.m. Board Officers
Virtual
- Mon., Oct. 26, 6 p.m. Regular BOE Meeting
Virtual
- Tues., Oct. 27, 4 p.m. Student Senate
Virtual

ITEMS ATTACHED FOR INFORMATION

1. 2019/2020 Restraint and Seclusion Report
2. 2029/2020 Restraint and Seclusion school-by-school data

Restraint and Seclusion: Data Report for 2019-2020 School Year

[Wisconsin State Statute 118.305](#) regulates the use of restraint and seclusion in the school setting and also establishes reporting requirements related to individual incidents of restraint and seclusion ([DPI Link](#)). Annually by October 1st, the Principal of each school or their designee are required to submit the following to the Board of Education; this report is also completed annually by December 1st and submitted to the state superintendent:

- The number of incidents of physical restraint and seclusion
- Total number of pupils involved in the incidents
- The number of children with disabilities involved in the incidents

Level	Number of Students Involved	Number of Students with Disabilities Involved	Incidents of Restraint	Incidents of Seclusion	Total*
Elementary School	183	129	598	573	821
<i>Prior Year 9/1/18 - 4/7/19</i>	201	147	614	737	977
<i>Full Prior Year</i>	269	181	813	918	1261
Middle School	34	28	47	35	60
<i>Prior Year 9/1/18 - 4/7/19</i>	37	31	75	50	93
<i>Full Prior Year</i>	40	33	86	61	106
High School	5	4	5	2	5
<i>Prior Year 9/1/18 - 4/7/19</i>	14	13	38	36	52
<i>Full Prior Year</i>	15	14	39	36	53
Total	222	161	650	610	886

Prior Year 9/1/18 - 4/7/19	252	191	727	823	1122
Full Prior Year	324	228	938	1015	1420

*Total is number of incidents = (# of Restraints + # of Seclusions) - Incidents that involve Restraint AND Seclusion

District-Wide Data (all data is adjusted to reflect 3 quarters from the 2018-19 and 2019-20 school years)

- o 0.82% (222 students out of 27034) of the MMSD student population experienced restraint and/or seclusion during the 2019-20 school year.
- o 4.09% (161 out of 3934) of students with disabilities experienced restraint and/or seclusion.
- o Elementary schools reported more incidents of restraint (598) and seclusion (573) than either middle schools (47 incidents of restraint, 35 incidents seclusion) or high schools (5 incidents of restraint, 2 incidents of seclusion).
- o The percentage of all students who were physically restrained or secluded was highest at the elementary level (1.42% of all students). The percentage of students who were physically restrained or secluded was lower at the middle level (0.62% of all students) and high school levels (0.07% of all students).
- o The percentage of all students with disabilities who were physically restrained or secluded was also highest at the elementary level (7.82% of all students with disabilities or 129 students). The percentage of students with disabilities who were physically restrained or secluded at the middle school level 3.27% or 28 students and percentage at the high school levels was 0.34% or 4 school students.

Conclusions and Interpretation of the Data

Total incidents of restraint and seclusion reduced by 21.03% (from 1122 to 886, a reduction of 236 incidents) overall. Total incidents were reduced at the elementary level (from 977 to 821), the middle (from 93 to 60) and high school levels (from 52 to 5).

As in the past, the vast majority of restraints and seclusions occurred at the elementary level. Further review of the data reveals that a small number of elementary schools and programs account for the vast majority of the incidents of restraint/seclusion.

The reduction of incidents is encouraging over the past three school years (21.03% this year, 42.79% last year, and 20.94% in the prior year) considering that the District observed significant year over year increases in the use of restraint and seclusion during the 5 years prior.

Current Efforts to Ensure Appropriate Use of Restraint and Seclusion

1. The District recently transitioned from its Crisis Management Intervention (CMI) training program to Nonviolent Crisis Intervention (NVCI) training program (second semester of 2017-18 school year). The transition was an effort to provide staff with the highest quality and nationally recognized

strategies/procedures. NVCI also significantly improves the accessibility of our training to reach more staff who can benefit from proactive, prosocial and trauma informed intervention strategies and techniques. All newly hired special education teachers and student services professionals are required to successfully complete Nonviolent Crisis Intervention training prior to using restraint or seclusion.

2. All special education teachers and student services professionals are required to recertify in Nonviolent Crisis Intervention every two years.
3. Additional consultation has been provided to schools and programs with the highest use of restraint and seclusion. Follow-up training focusing on individual students and school practices has been provided as necessary.
4. Additional data reports have been developed to aid school Principals with data reviews regarding restraint and seclusion (including risk ratios, weekly and monthly incidents/counts)
5. The Special Education Administration Team reviews restraint and seclusion data monthly to assess school trends; identifying schools with higher or lower/no incidents. This forms the basis for their monthly or bi-weekly School Principal meetings.
6. Assistant Directors for Special Education and 504 will review data with each of the Principals in their respective area of responsibility and discuss means by which restraints and seclusion can be reduced through greater emphasis on preventative practices and/or programming changes.
7. If/when Student Services personnel suspect potentially inappropriate usage of restraint and/or seclusion or when there are zero instances, the District will conduct investigations and, where appropriate, require corrective action to ensure the inappropriate practice(s) do not recur. The District will continue that practice to ensure appropriate use of restraint and seclusion.

Restraint and Seclusion: Data Report for 2019-2020 School Year

School	Students			Incidents			
	With Disabilities	Without Disabilities	Total	With Restraint	With Seclusion	Both Restraint & Seclusion	Total
Allis Elementary	1	0	1	1	0	0	1
Badger Rock Middle	0	0	0	0	0	0	0
Black Hawk Middle	1	2	3	4	4	3	5
Capital High	0	0	0	0	0	0	0
Chavez Elementary	6	3	9	15	41	13	43
Cherokee Middle	2	1	3	5	3	3	5
Crestwood Elementary	2	1	3	1	10	1	10
East High	3	0	3	3	1	1	3
Elvehjem Elementary	1	2	3	3	0	0	3
Emerson Elementary	4	2	6	6	3	2	7
Falk Elementary	4	0	4	15	15	8	22
Franklin Elementary	3	1	4	3	8	3	8
Glendale Elementary	2	0	2	7	3	2	8
Gompers Elementary	5	1	6	13	15	9	19
Hamilton Middle	1	0	1	0	1	0	1
Hawthorne Elementary	1	1	2	2	2	2	2
Huegel Elementary	0	0	0	0	0	0	0
Innovative & Alt High	0	0	0	0	0	0	0
Innovative & Alt Middle	0	0	0	0	0	0	0
Jefferson Middle	1	1	2	3	0	0	3
Kennedy Elementary	8	0	8	30	50	22	58
La Follette High	0	0	0	0	0	0	0
Lake View Elementary	10	8	18	88	48	46	90
Lapham Elementary	1	0	1	0	1	0	1
Leopold Elementary	10	5	15	17	8	6	19
Lincoln Elementary	5	1	6	22	18	17	23
Lindbergh Elementary	3	5	8	12	6	6	12
Lowell Elementary	4	5	9	15	8	7	16
Marquette Elementary	9	1	10	33	21	8	46
LEAP (Marquette Elementary)	2	0	2	15	11	9	17
Memorial High	1	1	2	2	1	1	2
Mendota Elementary	5	1	6	28	41	27	42
Midvale Elementary	5	4	9	65	77	51	91
Muir Elementary	0	0	0	0	0	0	0
NEON (Olin)	0	0	0	0	0	0	0
Next Steps (Olin)	2	0	2	3	0	0	3
Nuestro Mundo Elementary	0	0	0	0	0	0	0
OBI (Olin)	1	0	1	0	1	0	1
O'Keeffe Middle	3	0	3	0	6	0	6
Olson Elementary	8	2	10	92	51	46	97
LEAP (Olson Elementary)	2	0	2	12	46	9	49
Orchard Ridge Elementary	4	8	12	32	25	20	37
Primary Steps (Olin)	4	0	4	0	8	0	8
Randall Elementary	3	0	3	9	4	3	10
LEAP (Randall Elementary)	4	0	4	5	18	5	18
Sandburg Elementary	0	0	0	0	0	0	0
Schenk Elementary	2	0	2	2	0	0	2
Sennett Middle	2	0	2	2	1	1	2
Shabazz High	0	0	0	0	0	0	0
Sherman Middle	9	2	11	14	8	7	15
SBA (Sherman Middle)	1	0	1	1	0	0	1
Shorewood Elementary	0	2	2	7	2	1	8

Restraint and Seclusion: Data Report for 2019-2020 School Year

School	Students			Incidents			
	With Disabilities	Without Disabilities	Total	With Restraint	With Seclusion	Both Restraint & Seclusion	Total
Spring Harbor Middle	1	0	1	1	0	0	1
Stephens Elementary	4	1	5	3	6	2	7
Thoreau Elementary	9	0	9	40	27	25	42
Toki Middle	1	0	1	1	0	0	1
Van Hise Elementary	2	0	2	5	0	0	5
West High	0	0	0	0	0	0	0
Whitehorse Middle	5	0	5	13	11	8	16
Wright Middle	0	0	0	0	0	0	0
Z Allis Summer	0	0	0	0	0	0	0
Z Black Hawk/Gompers Summer	0	0	0	0	0	0	0
Z Capital High Summer	0	0	0	0	0	0	0
Z Chavez Summer	0	0	0	0	0	0	0
Z East High Summer	0	0	0	0	0	0	0
Z Emerson Summer	0	0	0	0	0	0	0
Z Falk Summer	0	0	0	0	0	0	0
Z Hawthorne Summer	0	0	0	0	0	0	0
Z Innovative High Summer	0	0	0	0	0	0	0
Z Jefferson Summer	0	0	0	0	0	0	0
Z La Follette High Summer	0	0	0	0	0	0	0
Z Lincoln Summer	0	0	0	0	0	0	0
Z Memorial High Summer	0	0	0	0	0	0	0
Z Metro Summer	0	0	0	0	0	0	0
Z Olson Summer	0	0	0	0	0	0	0
Z Sherman Summer	0	0	0	0	0	0	0
Z Shorewood Summer	0	0	0	0	0	0	0
Z Toki/Orchard Ridge Summer	0	0	0	0	0	0	0
Z West High Summer	0	0	0	0	0	0	0
Z Whitehorse/Schenk Summer	0	0	0	0	0	0	0
Z Wright Summer	0	0	0	0	0	0	0
Totals	161*	61	222*	650	610	374	886

*Note there are 6 students where they are counted in more than one location. For the totals, they are pulled out to eliminate the duplicated count