



(no subject)

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Cc: Mike Williamson <mwilliamson@whitnall.com>

Fri, Apr 16, 2021 at 4:21 PM

Good afternoon!

Thank you for meeting with me and Mike Williamson, Director of Business Services, on March 3. We appreciate your time and want to continue to keep the communication lines open. We shared that often the concept behind a bill has good intent but often the details of implementation have a negative impact on the overall impact of the bill's intent. At the end of our meeting, we voiced our concerns about how the \$65,000,000 in the additional ESSER II money would be allocated and now want to provide you the details on how this is an example of the details becoming a hindrance to the intent of the bill.

Whitnall School District has been face-to-face from Day 1, giving our families the opportunity to have in-person instruction 5-days per week. We also provided a virtual option for our families who did not feel comfortable returning to the classroom and hired additional staff in order to provide this service. For two weeks prior to Thanksgiving, our high school and middle school needed to go virtual due to high case numbers among staff and the inability to secure enough substitute teachers.

Our biggest concern is that we had the ability for all of our families to receive face-to-face instruction yet may be penalized for families who chose a virtual option. Our elementary school was open everyday. Our high school and middle school were open everyday outside of 7 school days. If there are 178 school contact days the following would be true:

Elementary School: 100% face-to-face days
Middle and High: 96% face to face days

However, families, who could have chosen to receive face-to-face instruction, yet chose not to, now hinder our federal allocation even though we hired additional educators in order to provide this parental choice.

In addition, we have received the following guidance from the Joint Finance Committee to count minutes per student who received face-to-face instruction in an extremely cumbersome way. Particular aspects of the current guidance that will have little to no impact on the distribution (because they are common to all districts) but will require significant time to collect include:

- Deducting individuals and small groups of students who were quarantined due to close contact tracing.
- Deducting for students who tested positive.
- Deducting a student absence, for any reason, where a student participated in virtual instruction.
- Deducting time in which a virtual teacher was needed to serve kids.
- Deducting typical study hall or independent study time.
- Deducting time for typical lunch periods, recess time, and passing times.

In summary, the above calculation based on face-to-face days (versus minutes) took less than 1 minute to calculate and still accomplishes the intent of the JFC. The nuances that the JFC provided will take weeks to sift through the data and be detrimental to Whitnall even though we have prided ourselves in providing face-to-face instruction everyday to all families who desired to be in person.

Please do not hesitate to contact me or Mike Williamson if you have additional questions or want to follow up.

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