

New School for Youth Empowerment

**Charter School Petition
Submitted to Milwaukee Public Schools
February 9th, 2017**

MILWAUKEE PUBLIC SCHOOLS
Charter Petition/Proposal Submission Cover Sheet

A. INCLUDED IN THIS SUBMISSION:

- Executive Summary
- 15 Page Petition/Proposal
- CD/Computer Disk
- Signed Petition (Instrumentality Petitions Only)
- Appendices

Provide the name of the person who will serve as the **primary contact** for this proposed charter school:

Hector Rosales
(First Name) (Last Name)

B. NAME OF CHARTER SCHOOL: New School for Youth Empowerment

- Petition
- Proposal
- Instrumentality
- Non-Instrumentality

IF NON-INSTRUMENTALITY:

Name of non-profit corporation that will hold the charter:

Has the corporation applied for 501-C3 non-profit status? Yes No

C. NAME OF CONTACT PERSON: Hector R. Rosales

TITLE/RELATIONSHIP TO PROPOSED SCHOOL: Teacher in Charge

MAILING ADDRESS: 3046 S. 22nd Street

TELEPHONE: 278-9328 640-5141
(Home) (Cell)

E-MAIL ADDRESS: _____

D. The proposed school will open in the fall of school year: 17-2018

Term of charter requested: _____

School Year	Grade Levels	Total Student Enrollment
1 st Year	9 th , 10 th , 11 th , 12 th	50
2 nd Year	9 th , 10 th , 11 th , 12 th	50
3 rd Year	9, 10, 11, 12	50
4 th Year	9, 10, 11, 12	50
5 th Year	9, 10, 11, 12	50

1) I understand the Milwaukee Board of School Directors reserves the right to give priority to petitions and proposals that directly address identified areas of need of targeted student populations within the district and to replicate currently successful schools.

2) I certify that I have the authority to submit this petition/proposal and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the petition/proposal process or revocation after award.

3) **NON-INSTRUMENTALITIES ONLY:** I understand that seat availability is based on Milwaukee Public Schools enrollment counts. In any year seats may or may not be available.

Hector R. Rosales 2/9/17
Signature Date Submitted

Hector R. Rosales
Printed Name

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Provide the name of the person who will serve as the primary contact for this proposed charter school:

 Dan Velasquez
(First Name) (Last Name)

NAME OF CHARTER SCHOOL: New School for Youth Empowerment

- Petition Instrumentality
 Proposal Non-Instrumentality

IF NON-INSTRUMENTALITY:

Name of non-profit corporation that will hold the charter:

Has the corporation applied for 501-C3 non-profit status? Yes No

NAME OF CONTACT PERSON: Dan Velasquez

TITLE/RELATIONSHIP TO PROPOSED SCHOOL: Co-Teacher in Charge

MAILING ADDRESS: 1224 E. Duvar Ave Milwaukee WI 53207

TELEPHONE: 414-298-9290 414-751-4655
 (Diy) *(Cell)*

E-MAIL ADDRESS: _____

The proposed school will open in the fall of school year: 18-19

Form of charter requested: C1

School Year	Grade Levels	Total Student Enrollment
1 st Year	9-12	200 (50 each grade)
2 nd Year	9-12	200 (50 each grade)
3 rd Year	9-12	200 (50 each grade)
4 th Year	9-12	200 (50 each grade)
5 th Year	9-12	200 (50 each grade)

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Dan Velasquez
Signature

 5/15/17
Date Submitted

 Dan Velasquez
Printed Name

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Letter of Intent - Conceptual Framework

Mission and Vision

State the mission and vision of the proposed school. The mission and vision statements should provide the foundation for the entire proposal and be reflected throughout all sections.

Mission: The New School for Youth Empowerment (NSYE) is based on the premise that young people can and will become educated, active members of their community by integrating their high school learning experiences with meaningful participation in social justice and economic activities which benefit the students and the community.

Vision: The New School for Youth Empowerment will empower students, families, and teachers to work together to create a new model of community education in which young people contribute in a meaningful way to the betterment of their community while receiving a quality education.

Educational Philosophy

Briefly describe the educational philosophy of the proposed school. Identify the respondent's core beliefs and values about education and explain how these priorities inform the school's key program and design components. Provide a clear rationale for using these strategies, citing research and evidence of success with similar student populations.

The New School for Youth Empowerment will provide a non-traditional, but proven, program leading to a public high school diploma and higher education or training for its participants. Students will graduate prepared to continue their education, use advanced technology, and be active members of local, national, and global communities. The core beliefs and values of NSYE are as follows:

- **We believe** a multicultural, multiracial, anti-racist, anti-bullying learning environment best prepares young people for responsible roles in society.
- **We believe** that young people learn best when relevance and application of what they learn are an integral part of the education process.
- **We believe** that the social, personal, and academic goals of secondary education can be integrated into creative, productive, and rigorous program which will reflect both the needs of the individual learners and the school system's goals.
- **We believe** that young people will be responsible members of their community by interacting with community members and organizations that model positive attitudes and behaviors our young people can learn from.
- **We believe** that young people have a civic duty to become educated in social justice and develop strategies to help alleviate the social issues their communities face

- **We believe** in a shared governance with teachers, students, parents and community representatives playing active roles in the planning, functioning, and evaluation of the school
- **We believe** that a small, personable learning environment best serves the needs of young people.
- **We believe** that a teacher-led model will establish an intrinsic relationship where teachers, working with students, parents, and the community, can design, implement, and run effective and innovative educational programs.

The New School for Youth Empowerment is based on City-As-School (CAS), a small, community based school located in New York City, NY. CAS was instituted in 1972 as a way to meet the individual needs of students and to provide them with academic success, despite the increase of city-wide struggles such as poverty, violence, and social inequalities. One of the aspects that NSYE directly attributes to the model of CAS is the implementation of a teacher-led staff. Allowing autonomy to engage in lateral conversations between staff, students, parents, and community members, the teacher-led model promotes a strong sense of ownership for staff.

Student Enrollment

Provide an enrollment chart for the first five years of the proposed charter school contract, citing the enrollment capacity for each grade. Discuss attrition assumptions, grade configurations, etc.

	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
Freshmen	50	50	50	50	50
Sophomores	50	50	50	50	50
Juniors	50	50	50	50	50
Seniors	50	50	50	50	50
Total	200-100	200-150	200	200	200

~~Proposing that we include~~ Beginning with 9th and 10th graders ~~into our program~~, we will reduce our attrition rate. ~~Including 9th and 10th grade will provide us with two additional years with our students.~~ Within this time, we will be successful in creating a school culture that promotes responsibility, social awareness, and ownership - all things that are needed to succeed in their ~~junior and~~ senior year internships. Providing this culture and build up towards community reach will create high retention rates for our program.

According to NEA research (Supovitz & Christman, 2005; Howley, et al., ,2000) the benefits of small schools include, but are not limited to:

- Raised student achievement

- Increased attendance
- Elevated teacher satisfaction
- Improved school climate

In addition, small schools are particularly advantageous for low-income and disadvantaged students, specifically due to the teacher's' ability to individualize learning and address different learning styles. Small schools are also capable of producing high graduation rates. ~~–current NSYE is able to graduate at higher rates than the district average.~~ Students are also more visible and given stronger voices within their school and local communities. The cost of running a small school is also more effective than large schools, specifically in cost-per graduate (Lawrence 2002)

School Culture

Describe the culture of the proposed school. What are the systems and traditions that the school will implement to help the school achieve this culture?

- **Creating Equity**
 - Where students are given the tools and skills they need to be successful. It isn't enough to say, "you have the same opportunities offered, as anyone else." NSYE recognizes the fault in this and provides the tools needed to ensure the individualized successes of all students. Our school embraces educating the whole child, in order to guide them towards success. NSYE reinforces the strengthening of their social-emotional skills, which in turn creates an equitable and engaging academic experience. In addition, social justice themes are found throughout the curriculum and are underlying factors in student success. Bridging the academics with social topics provide a way for students to engage and connect on personal levels, creating dialogues on how to better create equity among their communities.
- **Restorative Practice**
 - Where community building and restorative language builds a positive community, with all members being valued and appreciated. Restorative Practice is focal point to assist students in working through problems in a non-violent way and promoting positive, interpersonal skills and relationships. Creating a school culture where educators work **with** students, rather than **against** them, is the definition of restorative practices. The goal of NSYE' non-traditional program is to ensure students are equipped with the tools to succeed out in the community. Engaging in social justice topics throughout daily curriculum, students are successful in finding ways to converse about and help heal social issues, such as poverty, mass incarceration, equal rights, and police brutality. Embracing restorative practices ensures students are given the platform to raise personal and social concerns through positive and problem-solving skills.
- **Small-school relationships**

- Where students take ownership of their education and work alongside the teaching staff to meet the graduation requirements and prepare themselves for post-secondary options. Valuing the use of an advisory model, students will develop a mentoring relationship with 1-2 teachers, creating a system to meet the student's educational needs. Through a small-school environment, students find more social-emotional success than larger schools. NSYE provides students with an appropriate place to build skills that ensure academic gains.
- **Students involved in the community through internships**
 - Where exposure to community-based experiences will further enhance a student's education, promoting a restorative outlook on their local, national, and global communities. Through internships, students are given the opportunities to explore post-secondary careers and the skills needed to contribute to the larger community. Juniors and seniors will have experienced the restorative culture for two years, before venturing into the community to serve the needs of others. Through this NSYE-specific experience, students are instilled with confidence, responsibility, and empathy - all skills needed to become better citizens.
- **Community partnerships**
 - Where community partners are involved in the development of our core, internship program. Community members will collaborate with NSYE educators to establish a strong, system of educational experiences and ensure the internship program will meet the requirements of credit earning opportunities. These partnerships demonstrate the power of cooperating with the surrounding community. Students are exposed to mentors and leaders throughout their communities, creating a lasting bond between school and community relationships.
- **Teacher-run model**
 - Where the entire staff has a say in the implementation of key educational practices. Staff work together to ensure that all student educational needs are met and they problem solve ways to promote academic success for struggling students. Educators take ownership of all operations of the school, creating a strong camaraderie among the staff and students. Students working alongside teachers, who function as counselors, mentors, and "administration," creates a mutual trust and respect that is difficult to achieve elsewhere. Small school experiences offer the opportunity for students to work directly with teachers on addressing the social justice aspect of their education. With smaller, student ratios are conducive to these needed dialogues.

Contract Terms and Conditions

New School for Youth Empowerment requests a five-year charter term for our school. NSYE will begin as a charter school in ~~2017-18~~ 2018-2019 and seek renewal in ~~2021-2022~~ 2022-2023. Renewal of charter for additional years will be based on student success in community engagement and academics.

Proposal

Educational Program

Overview: Provide a description of the educational program of the school and the methods the school will use to enable pupils to attain the educational goals under Wisconsin State Statute 118.01.

The NSYE program is centered on personalized instruction targeted to each student's needs and tailored to their unique learning styles. We use a blended learning approach to further our goal of personalized instruction. Across all content areas, teachers differentiate instruction based on a variety of assessment data. NSYE fully includes special education students at all levels and in the internship program. Students may work individually, in small groups with the classroom teacher, or within whole-classroom dialogue. NSYE's core beliefs and school culture all revolve around the student's social-emotional development, so as to ensure academic success. Our educational program embraces the necessity to nurture the whole student, tying in social justice themes, bringing contemporary issues to the forefront that students will engage in. NSYE reshapes the MPS experience through restorative practices and inter-personal skill building, allowing students to truly succeed regardless of their post-secondary goals. For a student to find their role in the world, you need to provide them the tools and opportunities to step into a leadership role.

The rigorous NSYE curriculum follows Wisconsin's adoption of the Common Core State Standards, with a focus on literacy and integrated, social justice-based instruction across all content areas. We teach literacy through reading comprehension instruction, guided reading, phonics, phonemic awareness, and fluency. We teach writing through school-wide writing rollouts and across the curriculum, injected with social justice themes students relate to. In mathematics, our students learn to make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; look for and express regularity in repeated reasoning. Our science instruction is dually focused on building content knowledge and environmental awareness. We use vocabulary strategies to support language acquisition; provide opportunities for hands-on experiments; raise awareness of how environmental and social issues are connected. Through social studies, our students achieve civic competence—the knowledge, intellectual processes, and democratic dispositions required of all students to be active and engaged participants in public life. In addition, NSYE also teaches social-emotional learning through research-based curricula, offering enrichment courses in physical education and the arts.

NSYE's Think Thank—a small collective of NSYE educators—is tasked with designing an intellectual preparation process to best set up teachers and students for short and long-term successes. The Think Tank partners with staff to develop plans and materials that span from long-term curriculum maps to daily lessons, with strong focuses on literacy.

~~Beyond the classroom, NSYE focuses on elevating and celebrating instruction to attract and retain strong leadership. Teachers remain one of the most important factors in student success. To ensure our students have access to the best teachers, we provide coaching, professional development, and leadership programs to help them grow professionally and personally—regardless of their experience level. NSYE educators feel empowered, appreciated, and valued. We grows our leaders from within our school.~~

~~Finally, the NSYE program places a strong emphasis on parent and community engagement. Engaged parents are essential to eliminating the achievement gap. We work with our parents to help them become powerful advocates for their children and their communities. We help them become leaders at home, in the school, and in the community.~~

~~Students learn in smaller classes with numerous opportunities to meet the MPS Graduation requirements. Core classes will be offered within the various subject areas and with the use of Google Classroom. Our goal involves junior and seniors in good standing in a community internship each semester.~~

New School for Youth Empowerment’s educational program is designed to target social justice themes, issues, and topics through three specific areas of a student’s school experience: Character, Classroom, and Community. The development of these Three C’s is the focal point of school culture, academic success, and school-wide initiatives to educate the whole child. Below are those Three C’s expressed in detail.

Character:

Importance of Social Justice in Building Character

Social justice is defined as “recognizing and acting upon the power that we have for making positive change.” NSYE teachers promote social justice everyday, through personal relationships with students a culturally relevant curriculum. To address the academic and social-emotional needs of our students, we need to connect to the lives of our students. By bridging the student with the worldly view will produce a more civically engaged individual. Where larger schools struggle to produce students who are engaged in their communities and demonstrate academic and social-emotional success, our small-school program will make tremendous gains. This all starts with the building of student confidence, self-reflection, and engagement in forming positive relationships. Creating a culture and atmosphere that allows students to explore the social justice themes that their own communities face, the school will ensure they leave with the skills and strength to find their place within the community. When students are able to view the world with a critical eye, they are better equipped with the tools needed to advocate for their communities and find ways to address the injustice seen throughout society.

Restorative Practices

Recognizing the social issues that Milwaukee and our youth face, NSYE staff fully embrace the implementation of restorative practices - a proactive approach to addressing underlying social and personal struggles through positive, relationship and skill building experiences. NSYE does not view restorative practices as an “added-on” experience that students get once a month. Instead, the school’s culture and relationships formed within and outside the school is established with restorative practices. As a school, we believe that the missing component between personal and academic success lies within emotional intelligence - the ability to recognize one’s feeling, as well as others, in order to develop communication skills, motivation, empathy, and working to build healthy and successful relationships. To achieve this, the entire school embraces restorative practices to educate the whole child. Restorative practices encourages non-violent conflict resolution. The NSYE program is structured so that students are exposed to restorative practices through their entire high school career. Starting in their first and/or second year, students will be required to take the two semester Restorative Practices course. Within this course, we create a foundation for students to begin their journey in bettering themselves, so they can improve their communities and futures. By adding 9th and 10th graders to our program, this gives us the opportunity to grow them and catch them at an early age to engage them in the importance of community, school, and developing self-worth. Recognizing our students aren’t always provided the support they deserve to be successful, NSYE addresses this through forming trusting and empowering relationships through restorative practices.

Classroom:

Importance of Social Justice in the Classroom

Social justice in the classroom emphasizes active participation in socially relevant issues through research, analysis, discussion, empathy, and action. By making students aware of their voices and issues that are often not recognized by mainstream culture, students are exposed to new solutions and schools of thought. It is our goal to make students aware of how systematic change can occur and implore them to create and pursue it. The emphasis of education should be to give value to proficiency by ensuring that it also empowers students to create real, positive change. The impact of culturally relevant instruction engages students in a social-emotional learning experience, directly impacting their academic performance. When a student is presented with a topic, subject, or theme that they can connect to on a deeper level, their academic success will increase.

Monthly Themes

In order to produce a coherent curriculum school-wide, we will implement monthly themes in empowerment and social justice. Implementing these themes of empowerment serve the purpose of 1.) Providing students the opportunities to build character, 2.) Connecting these themes to the social ills our students face daily, 3.) Creating a connected, social justice

curriculum that reinforces thematic instruction throughout the school. Monthly themes of empowerment may include include:

- Community
- Leadership
- Activism
- Voice
- Empathy
- Environment
- Cultural Relevancy
- Equity
- Service to Others
- Ownership

Literacy Rollouts

These themes will be addressed in all content areas, culminating in Literacy Rollouts - all school reading/writing events that place a focus on meeting students' social-emotional and academic needs. Throughout these literacy rollouts, we are planning to provide direct instruction in literacy strategies in writing and preparation for the ACT exams. Students will be presented a three-perspective prompt, similar to the ACT format. These prompts address the monthly, social justice themes, as a way for students to engage in the writing and social aspects seamlessly. Students will research these social justice themes, as well as actively engaging in information texts that are annotated to help them formulate their own stances on social justice issues. Students will be given mini-lessons within the literacy rollout to focus on specific areas to strengthen: organization, mechanics, voice, paragraph structure, etc. At the end of the rollout, students will then follow up with strategies for self and peer editing, reinforcing the writing process of self-evaluation.

Specialty Classes:

NSYE will offer courses that are specifically focused on empowering the student. We will offer: Empowerment, Leadership, Restorative Practices, Internships, and Service Learning projects - with an emphasis on internships and civic engagement for students who don't participate in the internship program. These specialty courses are programmed into the student's schedule and serve as electives towards their graduation requirements, in order to create the "better citizen," an overarching goal of NSYE; freshmen and sophomores are enrolled in Restorative Practices, juniors are enrolled in Empowerment and Leadership, and seniors are enrolled in the Internship Program or Service Learning projects We want to be able to build up students' self worth and confidence to become more worldly individuals. Specialty courses will help students explore their identity and roles in the greater community, building upon self-confidence and empowering the individual to overcome daily challenges. These courses help students build relationships with each other, staff, and communities, while exploring universal themes of social justice that

define our responsibilities as global citizens. In addition to the goals of empowering students, these skills will prepare students to take on the challenges of AP courses and become college and career ready. To empower a student at their core grants them the confidence needed to succeed in rigorous and challenging academic environments. Students will no longer be afraid to reach out for help or assistance, which is a sign of willingness to collaborate - a 21st Century Learning skill needed in career paths.

Course descriptions for specialty classes are provided in Appendix I.

Community:

Importance of Social Justice in Community:

Building on and enhancing the civic engagement in the classroom directly influences the students' experiences out in the community. When a student participates in the internship program, they are utilizing the skills developed in school to find success when on internships. Social justice issues are all around us - personally, locally, globally. The internship program gives students a voice and platform to address these issues, through giving back and volunteering their time to meet the needs of others. Before going out to internship sites, students will go through several courses that will prepare them to think in restorative ways. This allows civic engagement, hands on experiences, and college/career readiness in a way that connects students with social justice themes. For example, if a student is out on an internship mentoring at a school site, a possible theme the student could research and connect with might involve the disproportionate education system. Through these engagements with social themes that directly impact communities, students will address the question of "why do some communities have certain obstacles that others do not." Through research and the internship experience, students will study the cause and effect of worldly issues on their community, developing a global perspective and be proactive citizens. In addition, this could be a specific Project-Based Learning (PBL) study in a course. It could easily transition into an end goal of presenting community initiatives to leaders in their neighborhoods or local businesses. This exposure will better outfit students with the creativity and critical thinking, 21st Century Learning skills needed in our world today

Internship Program:

The goal of the internship program is to ultimately have students get a realistic view of what is expected of them as citizens, preparing them to take risks on their career paths. Starting in their first year at NSYE, students will be exposed to the internship program. Each year, the students will progress through a series of courses that prepare them for their community experiences and PBL to engage them in public and collaborative events. During their freshman and sophomore years, students will engage in building restorative outlooks and become aware of the experiences of others through the year-long Restorative Practices course. In their following year, students will take courses in empowerment and leadership to give them a voice and further their understanding of their relationship between themselves, others, and their

community. By the time students enter their fourth year, they will have the opportunity to participate in the internship program. Students are selected by their academic performance and their ability to demonstrate restorative and social justice awareness. As the program requires independence, responsibility, and ownership of actions, students will need to show these skills throughout their high school career. The program will establish relationships with community organizations and provide them with students that are dedicated to the NSYE mission. Community partners and NSYE will engage in the planning, implementation, and monitoring of the academics and social experiences at the site. The program asks students to questions themselves and look within, “What do I want to become?” “What do I want to go to school for?” “What type of career am I most interested in?” “How can I better myself and the community around me?” Students engaged in community activities will have experiences that can serve as resume builders, but the benefit of the program is to create people of social and community advocacy.

Academically, students will earn course credit based on a variety of assessments. Every internship covers an academic area. Every internship has a learning experience activity packet aligned to the CCSS in that subject area, in order to award elective credit. A student must complete this portfolio assessment with a passing score in order to earn credit. This project culminates in a body of work which is presented during an Internship Fair in the spring semester.

School Admissions

Student Recruitment: Describe the strategies to be used to recruit students. How will the school attract and retain all students?

NSYE will participate in a robust, public information campaign informing the community of our strong, community-engaged program. We will accomplish this through the following avenues:

- Billboards
- Flyers to local businesses and community organization (develop internships)
- Mailings
- Social media (twitter, facebook, school website, etc.)
- Attending community events (festivals, neighborhood functions, parks)
- NSYE will be involved with the Early Enrollment Process in October, 2017 for the 2018-19 school year.

NSYE will be able to retain students through the following methods:

- Forming partnerships between parents and teaching staff using the Advisory Model - all teachers are advisors to groups of students, focusing on their academic and social-emotional growth through data checks, enrichment opportunities, and regular parent outreach to ensure success at NSYE

- Future inclusion in the comprehensive and engaging internship program (~~junior and/or~~ senior year)
- Training of ~~all~~ students in Restorative Practices by ~~their senior year~~ the end of their sophomore year
- Projected inclusion of AP programs and further development of Youth Options opportunities
- Offering a school climate entrenched in social-emotional development and rigorous academic, social justice curriculum

Application and Enrollment Policies: Describe the school's application, enrollment, and registration policies and procedures for all students. How will the proposed school conduct enrollment if over- subscribed?

NSYE shall not administer any test or assessment to students prior to acceptance/enrollment into NSYE. NSYE will not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

NSYE will accept applications during a publicly-advertised open application period each year for enrollment in the subsequent school year. Following the open application period each year, applications will be counted to determine whether any grade level has received more applications than availability - around 50 students per grade level.

Alternatives: Describe the public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.

No student may be required to attend NSYE. Students who reside within the Milwaukee Public Schools district may attend other district schools or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies.

Diversity: Describe the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population.

As described above, NSYE's program is designed in accordance with our mission and vision to serve students who are or may be at risk of achieving below grade level. We will establish NSYE in the downtown area as a way to ensure all students in Milwaukee have a direct bus line to their school and their internships.

Additional information about the NSYE Diversity Plan can be found in Appendix D.

Health and Safety

Social, Emotional, and Physical Health Supports: Describe the programs, resources, and services (both internal and external) that the proposed school will provide in order to promote

students' social, emotional, and physical health. How will the school meet the needs of students in at-risk situations?

NSYE is committed to ensuring the health and safety of all students and staff. To this end, we have developed policies in accordance with all applicable federal and state health and safety laws and regulations as they pertain to public school operation. Our health and safety policies include (but are not limited to) the following topics: staff and volunteer background checks; staff as mandated child abuse reporters; sexual harassment and complaint procedures; drug and smoke free workplace; first aid/CPR training; exposure control for blood borne pathogens; communicable and infectious disease prevention; administration of medication on campus; student immunization requirements; head lice and bed bug exposure; local school wellness initiatives; Internet safety; bullying prevention; campus security and visitors; school key use; student pick-up and drop-off; school closures; volunteers; field trips.

Additionally, we create a School Safety Plan that addresses the following topics: protocols for fire, earthquake, severe weather, tornado, flood, air pollution/smog; power loss; nearby criminal activity; intruders with a weapon; neighborhood shooting; hostage situation; shelter-in-place; car or bus accident; explosion; radiation threat; threat to the school; chemical spills/hazardous substances; severe allergic reactions; asthma attacks; communicable and contagious disease; self-harm/suicide threat; serious injury or death at school. These policies are reviewed annually and are updated to address safety concerns that may arise during the course of the school year.

Discipline

Approach to Behavior and Safety: Describe the proposed school's approach to student discipline and classroom management. How will the school support positive behavior and respond to inappropriate behavior when it occurs?

As stated above in the NSYE school culture and core beliefs, restorative practices are the central focus of our school community. Rethinking the high school experience, NSYE has established a culture that promotes proactive approaches to disruptive behavior, in turn moving away from reactive responses. NSYE values the experiences and narratives of our students, which in turn allows a mutual respect to form between students and staff. This respect speaks volumes to our success in successfully resolving conflict.

Students also embrace a culture of rethinking discipline by taking part in the restorative process. Starting at their freshmen and/or sophomore year, students are exposed to a variety of restorative practices, especially Circles - a literal circle that creates an opportunity to give and receive mutual respect. As students move through their high school career, they are trained in being Circle Keepers - run Circles and facilitate restorative practices. By the time students reach junior or senior status, they will be able to participate in restorative justice processes - repairing harm through positive and proactive approaches.

Behavioral Interventions and Supports: Describe the prevention and intervention Behavioral supports that the school will put in place for all students and students in need of targeted supports. How will the school monitor the progress of behavioral interventions and determine whether they are succeeding in promoting positive student behavior?

Additional information about the NSYE Discipline Plan is attached in Appendix G.

Communication of Behavioral Expectations: How will expectations for behavior and corresponding consequences and rewards be clearly communicated to students and families?

Additional information about the NSYE Discipline Plan is attached in Appendix G.

Curriculum

Philosophy, Selection, and Supports: Provide a brief description of the school's curriculum philosophy and proposed curricula. What is the rationale for curriculum development or selection decisions?

Working closely with community partners, NSYE ~~is able to~~ will successfully implement ~~non-traditional~~ specialty courses that expand on educating the whole child. In order to close achievement gaps, NSYE targets the social-emotional needs of students. We close these gaps through courses such as ~~Women's Empowerment, a weekly men's group Men's Empowerment~~ Empowerment and leadership courses, community engagement built within classes, and circle keeper training. Rethinking the way high schools operate, NSYE will infuse social justice topics throughout curriculum in every content area. For our students to engage in academics, they need to see the "big picture" of how what they're learning connects to daily experiences. As stated in our core beliefs, we believe in giving students the opportunity to educate themselves about social issues. If the goal of NSYE is to create better citizens, the program will create a healthy and safe school culture for students to share, address, and heal some of these social justice issues. Offering courses that focus on the social-emotional learning students deserve, NSYE is poised for success across all content areas. When students are exposed to content that they can connect and relate to, their engagement will increase. By placing students in courses that are uniquely driven to engage them on personal levels and internships throughout their communities, students are given a voice and ownership over their learning.

As stated previously, course descriptions for specialty classes are provided in Appendix J.

~~Personalized Instruction and Blended Learning Project: NSYE's program is centered on personalized instruction targeted to each student's needs and tailored to their unique learning styles. We use a blended learning approach to further our goal of personalized instruction, in which we strategically leverage whole-group classroom instruction and activities, small-group instruction and activities, targeted customized interventions, and our suite of online learning programs. Across all content areas, teachers differentiate instruction based on a variety of assessment data. Students may work individually or in small groups with the classroom teacher,~~

~~paraprofessionals, or other service providers to address any unique needs, gaps, or learning styles.~~

Project-Based Learning: Where are students going after they graduate? What kind of a world waits for them? A world that is hyperconnected with more people and fewer resources, competitive and busy full of uncertainty, a workforce that is more mobile and digital, and workplaces that require multiple skill sets that need to be developed. To address these needs, NSYE's program is centered on Project-Based Learning (PBL). PBL targets the need for students to actively engage in the learning process through inquiry and the act of doing. Having an end product with clearly defined guidelines and assessment will give students a goal, while the opportunity for genuine research and ownership taking place exist throughout the learning process. We use a blended learning approach to further our goal of personalized instruction, in which we strategically leverage whole-group classroom instruction and activities, small-group instruction and activities, targeted customized interventions, and our suite of online learning programs. Across all content areas, teachers differentiate instruction based on a variety of assessment data. Students will develop the necessary skills to succeed in postsecondary environments. As our world is increasingly competitive, requires skills not often taught in a classroom, and a push for creative collaborations, NSYE will prepare students through realistic scenarios within a classroom and instill the experience needed to be successful for the rest of their lives.

Rigorous, Standards-Aligned Curriculum: The NSYE curriculum follows Wisconsin's adoption of the Common Core State Standards, with a focus on literacy across all content areas.

- Reading and Writing: We teach literacy through reading comprehension instruction, where teachers will identify ~~a~~ CCSS-aligned standards and connect reading/writing to social issues for the lesson and then model the skill; PBL engaging in student driven inquiry and collaboration; guided reading, where teachers will use assessments to gauge student reading levels and practice skills with leveled texts; phonics, phonemic awareness, and fluency; and writing, including explicit teaching of writing skills ~~and independent Writer's Workshop.~~
- Mathematics: At all levels, students learn to make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; look for and express regularity in repeated reasoning; PBL engaging in student driven inquiry and collaboration. Our math instruction will include all of the following elements: instruction and learning activities focused on math concepts and application of understandings; explicit instruction on math vocabulary and language; spiral review on concepts already covered; intervention and corrective instruction time during the block; connections to daily use of mathematics and the implications of math concepts on society; and well-designed routines closely matched to grade-level content and the development of number sense and math strategies.

- Science: Our science instruction focuses on building content knowledge and schema. We use vocabulary strategies to support language acquisition and provide opportunities for hands-on experiments. Our units encompass Physical Sciences, Life Sciences and Earth Sciences. Addressing contemporary issues in the science-community raises awareness of environmental issues our students will be facing in their futures; PBL engaging in student driven inquiry and collaboration.
- Social Studies: Our goal for social studies is for students to become proficient in social studies in order to achieve civic competence- the knowledge, intellectual processes, and democratic dispositions required of all students to be active and engaged participants in public life. Some of the key concepts that our students will learn include investigations into the world's ancient peoples and civilizations; study of Native Americans, early explorers, colonialism, and westward movement; PBL engaging in student driven inquiry and collaboration. Students will also explore topics like producers and consumers in society; social justice themes and citizenship; major historic conflicts such as the Civil War; geography and map skills.

~~The success of our educational program goes beyond theoretical. At this point in the 2016-2017 school year, our NSYE students beat the odds in English Language Arts (ELA), according to Data Dashboard. In ELA, 83% of our students, who tested at 73% significantly below grade level on STAR testing, met or exceeded standards, compared to the district averages for alternative high schools (65%) and all high schools in MPS (78%). In addition, we found higher success rates in math, science, and health departments than the alternative school averages.~~

~~Despite our success as compared to similar populations within MPS, we will continue to push for higher and higher levels of achievement. In the 2016-17 school year, we have added more in-classroom intervention support focused on reading comprehension and language development.~~

Research Base: Provide evidence that the proposed curricula are research-based and have been effective with students similar to those the school expects to serve. Why do you believe the selected curricula will drive student success?

Studies have proven the effectiveness of blended learning as part of personalized instruction and small school environments . A May 2016 Study by Harvard University Center for Education Policy Research found that students who spend more time with online-learning programs as part of a personalized learning model saw greater magnitude of achievement gains on both state tests and interim assessments as well as faster student achievement gains. And recent research on the blended learning model by ThinkCERCA, part of the Bill & Melinda Gates Literacy Courseware Challenge, found that students at urban charter schools were able to raise their reading scores 2.2 grade levels on the NWEA MAP test within one semester by integrating technology-enabled instructional tools and personalized learning into weekly classroom practice. In addition the Gates Small School initiative conveyed proof that small schools are an

ideal setting for making gains in academics, promoting 7% more likelihood for students to go to a four-year college than larger school peers.

Accordingly, Project Based Learning designs, because of their emphasis on student autonomy, collaborative learning, and assessments based on authentic performances are seen to maximize students' orientation toward learning and mastery. Additionally, Project-Based Learning designers have built in additional features such as variety, challenge, student choice, and non-school-like problems in order to promote students' interest and perceived value (Blumenfeld et al., 1991). "The master-apprentice relationship is used as an analogy for the teaching-learning situation...like masters, teachers should scaffold instruction by breaking down tasks; use modeling, prompting, and coaching to teach strategies for thinking and problem solving; and gradually release responsibility to the learner" (Blumenfeld et al., 1991). For example, "cognitive apprenticeship" (Collins, Brown, & Newman, 1991) is a model for teaching and learning in which students: 1) learn the "crafts" of subject matter areas such as mathematics, writing, and reading in the identical context that they would be expected to use these skills in later life; 2) receive a large amount of practice; 3) learn from experts who would model the skills and then give feedback to students as they practice them; and 4) receive an emphasis on the acquisition of metacognitive skills useful for applying the to-be-learned skills. According to research on "situated cognition," learning is maximized if the context for learning resembles the real-life context in which the material will be used. Learning is minimized, however, if the context in which learning occurs is dissimilar to the context in which the learning will be used (Brown, Collins & Duguid, 1989). Additionally, the AED report found attendance to be high in all Expeditionary Learning schools, which included PBL, with an average attendance rate across all schools of over 90%. For example, according to this report, attendance at a participating elementary school in Cincinnati increased from 75% before the implementation of EL to over 95% after two years of EL. Additionally, the AED report found rates of retention, suspensions, and other indices of disciplinary problems to be unusually low in EL schools. In a study by Williams, Hemstreet, Liu, and Smith (1998) study, conducted with 117 seventh grade science students, students taking a problem-based learning program presented via CD-ROM outperformed a control group that received more traditional instruction on a measure of knowledge of science concepts. Students at the project-based school outperformed students at the traditional school on the conceptual questions as well as on a number of applied (conceptual) problems developed and administered by Boaler. According to the author, these results suggest that students at the two schools had developed a different kind of mathematics knowledge. These different forms of knowledge were also reflected in students' attitudes toward their knowledge. Not only were students at the traditional school unable to use their knowledge to solve problems, but according to Boaler, "Students taught with a more traditional, formal, didactic model developed an inert knowledge that they claimed was of no use to them in the real world." In contrast, "Students taught with a more progressive, open, project-based model developed more flexible and useful forms of knowledge and were able to use this knowledge in a range of settings." (Boaler, 1998a).

Curriculum Refinement: Describe the procedures that school leaders and teachers will use to evaluate, review, and revise the curricula to ensure its continued effectiveness in driving academic achievement and growth for all students, its alignment to state standards, and alignment across grade levels. Once the school is in operation, what process will the school use to further develop the school's curriculum?

As a teacher-led model, NSYE teachers take on the additional role of advisor. Students receive weekly-data checks to ensure their successes socially, emotionally, and academically. This is an opportunity to see which area a student is struggling in the most. Through this collection of data (STAR testing, course progress, etc.), advisors engage in a dialogue with the student and the teacher to further understand how to improve the student's education.

In addition, weekly PD hosted by the ~~Think Tank~~ Empowerment Team - a small collective of NSYE educators tasked with designing an intellectual preparation process to best set up teachers and students for short and long-term successes ~~will allow extended opportunities to ensure areas of literacy and math are being successful~~. The goal of the ~~Think Tank~~ Empowerment Team is to see success school-wide, so it also aids in the curriculum development of content areas.

Instruction

Structure: Briefly describe the proposed instructional leadership structure.

In order to strive for student achievement in literacy and math, ~~the MPS district~~ NSYE has created ~~a program for each school~~. ~~the~~ Empowerment Team, ~~Every school in the district has a team of~~ a team of educators who create innovative ways to close achievement gaps. Our ~~Think Tanks~~ Empowerment Team is comprised of math and ELA teachers, as well as those who have the abilities and skills to create big-picture programs at school. As mentioned above, our ~~Think Tank~~ Empowerment Team would continue to function as the instructional leadership body at NSYE.

In addition our lead teacher would continue in his current role. The lead teacher's role can be categorized in four themes: (1) vision development and implementation; (2) physical and organizational structure; (3) professional development; and (4) leading and managing instruction. The purpose of the lead teacher working within this structure is to ensure that all educators are held to a high standard, akin to the standards set forth for students.

Approach: Describe the instructional strategies that will be implemented at the proposed school. Are instructional strategies research-based and have they been effective with students similar to those the school expects to serve?

As MPS recognizes a severe deficit in student achievement in literacy and math, NSYE also places a universal focus on improving these skills school-wide. Teachers in all grades and in all subjects will use common strategies for improving literacy (and thereby improving learning) such

as activating prior knowledge, providing explicit instruction in vocabulary, and direct instruction to develop strategies for comprehension. Students will have frequent and extended opportunities to interact with each other and to do 'wide reading' of many different kinds of text and collaborative focus of PBL and 21st Century Learning. An extensive and attractive array of leveled books will help students read at their own level in guided reading, paired reading, and independent practice in the classroom, during, after school, and at home, while tier 1 classroom instruction will expose all students to on-grade level content. Use of formative assessments, interventions, Personal Education Plans (PEPs), and progress monitoring for striving readers and students significantly below level in literacy and mathematics will be used throughout the school.

NSYE's focus on internships also require a dedicated coordinator to oversee the internship program. The coordinator will work with content area teachers, who plan lessons, projects, and assessments for students who are out in the community, to ensure the internship program is contributing to their the neighborhoods and helping students reach ~~reaching for~~ academic success. The coordinator must work with content area teachers to find sites and create lessons that coincide with MPS standards and CCSS.

Use of technology in teaching and learning is an important adjunct of rigor. We employ technology to deliver instruction to the extent that it's both reasonable and possible, and support teachers and parents in its use.

Differentiation: Discuss how teachers will identify students in need of remediation and accelerated learning opportunities. What different methods of instruction and supports will teachers use to meet the needs of all students, including students who require remediation and accelerated students?

While pushing for ~~an implementation of IB and AP programs for the school, personalized learning, and~~ internship opportunities at NSYE ~~are~~ is important, we must also take into consideration the number of learners that are below or significantly below grade level. In order to reach these students' needs, NSYE will create an atmosphere of academic safety - a place for students to take risks and have support from students and staff. Howard Gardner's theory on multiple intelligences (1991) will play a critical role for our program. To better meet the unique needs of our students, we will incorporate a variety of learning experiences for the visual, auditory, read-write, and kinetic learners.

Student Achievement Levels	Examples of Differentiation and Interventions
Advance - Above grade level	AP programs, higher level readings, tutoring and mentorship opportunities, freedom to demonstrate in-depth learning, enrollment in challenging courses, <u>enrollment in internship program, PBL to to naturally promote collaboration</u>

Proficient - At grade level	Challenging reading assignments, courses provide options to present mastery (ex: podcast, video diary, etc.), <u>PBL to to naturally promote collaboration</u>
Basic - Below grade level	Intervention classes in reading/math, extended class time to complete assignments, additional presentations for student use, tutoring opportunities, <u>PBL to to naturally promote collaboration (Zone of Proximal Development)</u>
Minimal - Significantly below grade level	Smaller class sizes, intervention classes in reading/math, opportunities to visualize learning (ex: graphs, vocabulary tables, etc.), use of auditory programs paired with note taking, physical activities for learning, <u>PBL to to naturally promote collaboration (Zone of Proximal Development)</u>

Although it is difficult to address everyone’s needs, it is important to meet as many needs as possible. To accomplish this, the advisors and teachers will assess learners’ needs and issues with data check-ins. One way to do this is to simply ask the learners what their expectations are for the class. Students can do this through a survey for the teacher to better understand how many different types of learners exist in a given classroom. Career Cruising also offers ways for students to learn more about themselves and their learning needs.

Specialized Instruction: Articulate how the educational program of the proposed school will meet the needs of all enrolled students, including students with disabilities and students who are English Language Learners (ELL).

The mission of the Special Education department within NSYE education is to ensure that students with disabilities receive a free and appropriate public education within the least restrictive environment. Towards this end, we develop rigorous, individualized educational programming for all students with disabilities. We will accomplish this through several means: high quality direct services provided to students strategic professional development of our special education and general education staff members, and a consultation and coaching model that empowers classroom teachers, school leaders, and families to appropriately support each student’s Individualized Education Plan. For more details, please see our Special Education Plan attached as Appendix E.

Response to Intervention (RtI) is a data-based instruction and intervention model designed to efficiently identify at-risk and academically low-achieving students, match them with appropriate, evidence-based interventions, and guide teams in engaging in a clear problem-solving process to ensure that every student receives the support they need in order to achieve grade level expectations. We use results from a variety of universal screening tools in order to ensure all

students who are struggling academically or behaviorally are identified in a timely manner. We then use a three-tiered model to organize our instructional and social-emotional interventions for all students (i.e. guided reading, adaptive online learning, small-group literacy interventions, alternative curriculum targeted at a particular deficit). We regularly progress-monitor and analyze student data to determine whether to continue, modify, or discontinue interventions for each individual student.

Assessment

Educational Goals and Metrics: Identify academic, non-academic, and mission-specific goals and metrics for the proposed school.

NSYE will have very clear and measurable metrics to regulate school success. Below are possible school metrics and a table demonstrating possible, specific forms of measuring benchmarks:

- Implementation of restorative practices for all students
- Attendance improvement over time
- Retainment rate
- Graduation rate
- Internship growth and expansion
- Course offerings
- Partnerships with other small school or local clubs to promote sports and other extra curricular activities for students

Measureable Outcomes	Local Benchmark Instruments
At least 90% student attendance	Daily attendance reporting via Infinite Campus; monitor through Data Dashboard
Meet or exceed average academic achievement for schools in the same geographic area	Data Dashboard reports of surrounding schools
Demonstrate student gains of at least 1 grade per year or partial year	STAR testing assessment administered at least three times per year
At least 75% parent participation at community meetings over the five-year contracted time	Community meetings and parental involvement in NSYE events

Student Assessment Plan: Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified above as well as on the educational goals under Wisconsin State Statute 118.01 over the course of the five-year contract.

Below are possible student metrics:

- Course success - ELA, math, science, social studies
- Student engagement with communities through internships
- All student exposure and training in restorative practices
- Student-led, school functions (field trips, dances, sports, fairs)
- A portfolio of an on-going study of local, national, and global communities, providing research and possible solutions to social justice issues (completed during their senior year)

Data-Driven Programs and Instruction: Describe how instructional leaders and teachers will collect and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform instruction, curricula, professional development, and other school supports.

In accordance with MPS expectations and Common Core State Standards, NSYE will use Infinite Campus to retain academic results. This will allow staff members to reflect on practices and inform instructions. Educators will be required to keep a class monitoring chart, which will be presented monthly to monitor academic success of students. The use of Google forms and online survey apps will be used to gauge student familiarity and comfort with daily curriculum.

Our instructional program is profoundly data-driven. We provide constant opportunities for comprehensive and systematic assessment, analysis, goal-setting, progress monitoring, and data tracking. Following administration of our bi-monthly interim assessments, NSYE holds two full days of professional development for the teacher-led program to take a deep dive into the analysis of the data. A key component of these data days is the identification of overall positive trends as well as any challenges and/or achievement gaps among students. After teachers analyze the data from diagnostic interim assessments during quarterly Data Days, students, teachers, and parents work together in a variety of ways to set and/or revisit goals to help ensure that all students are on track to make the requisite growth during the school year.

Family Engagement

Family Engagement: Discuss strategies to provide clear and consistent communication to parents about their students' progress throughout the school year, including parents who do not speak English. How will the school communicate expectations about the school's mission and vision and culture to families? How will the school engage parents and caretakers in their child(ren)s' education?

Engaged parents are essential to eliminating the achievement gap. We work with our parents to help them become powerful advocates for their children and their communities. This includes helping with homework, managing the household and serving as a positive role model for their children, leading community meetings, planning school-wide events, advocating for their

children's needs, assisting in the teacher and leader interview process, being active members in the community, participating in advocacy groups and school boards, and standing up for their students and their schools.

Family Involvement: Discuss the method to be followed by the school to ensure parental involvement.

Families will be crucial in the success of students at NSYE. Students find success through meaningful relationships not only at school, but through family and community members. We offer parent-teacher-student conferences four times during the school year. This allows a dialogue to exist between families and the staff, in order to inform them of obstacles and celebrations at NSYE. In addition to conferences, families will be invited to take part in school-based volunteer opportunities. Improving relationships between students and families will ensure there is a promotion of the school culture, moving beyond the limits of the classroom walls.

Additionally, NSYE strongly encourages (but does not require) all families to complete at least 10 partnership hours each school year. Partnership activities vary widely and can include assisting in classrooms, translating documents, providing administrative assistance, participating in community and family meetings, attending advocacy events, and assisting in special school events.

Family Resources: Describe any programs or resources that the school will provide specifically for parents and families. Will school staff or external organizations provide these services? How will the costs of services be covered?

School staff will bridge NSYE and families with a goal of deepening their relationships with students and their families. This may include sharing of information, social media events and notifications, frequent phone calls informing families of school functions, mailing of school news, and opportunities for families to provide service at NSYE.

Community Engagement

Community Supports: How will the proposed school contribute to the broader community? How will the school engage the broader community? What services will it provide to families of students and/or community residents?

One of the largest selling-points of NSYE will be a robust, socially and academically challenging internship program. As students advance to their junior and senior years, they will be given the opportunities to be sent out on internships. By nature, this program contributes to the broader community. Local non-profits, education sites, and a variety of other community-based businesses will be provided with mature, responsible students who seek to gain experience within various careers. These community-partners will also benefit from impacting the student's personal lives by providing positive and encouraging forms of life experiences.

NSYE will host career fairs, internship meetings, and community service opportunities to engage the community. In addition, school-based events will draw the attention of local neighborhoods to reinforce the concept of our program. NSYE is here to prove that the community is the classroom. Families will be able to engage with neighborhood partners and leaders to encourage growth in their own lives. By working within their own communities, students are able to address social justice issues they face directly.

Partnerships

Partnerships: Describe the coalition of partners and collaborators who can provide support services for the school's students and families once in operation.

NSYE has existed on the foundation of building partnerships with the greater city of Milwaukee. All over the area, NSYE has been able to develop engaging and lasting relationships with a variety of schools, businesses, and community-based organizations. Below is a list of some of the possible collaborators and partners that would provide support services for students and families:

- Marquette University
- University of Wisconsin-Milwaukee
- MATC
- Hartford Avenue University School
- Express Yourself
- Arts@Large
- Urban Underground
- ACLU
- ~~YES~~
- ~~YWCA~~
- RRF
- Forestry Department of the City of Milwaukee
- Walnut Way
- River Keepers

Approach to Developing an Educational Vision: Describe how you connected with existing institutions, key community advisors, parents, and residents to get their feedback on the educational vision for the proposed school. How will you continue to collect and use this feedback once the school is open?

In order to improve upon the NSYE program, a variety of methods must be explored to better understand the needs of students, families, and community partners. Online and mailed surveys to community organizations and partners will be a way to find out if our students were successful in the internship program. A similar method will be used with parents and residents to find out if the program is providing the community with youth that contribute to the broader

community. NSYE will also host several meetings throughout the school year to allow these entities and families to voice their celebrations and concerns of the program. Educators will be connected to families directly and present changes to the program. The goal of NSYE is to commit to the community. Minutes at these meetings will also assist in ensuring the feedback is being directly applied if appropriate.

Governance Structure

Structure: Describe the structure of the governing body at the proposed school. Identify any proposed board officer positions, committees, or advisory councils, including those with parent members, and explain their role, planned membership, and reporting structure as they relate to the governing board and school leadership.

NSYE is a shared power governance structure. NSYE is led by a teacher in charge to drive administrative duties, academic programs, budgetary items, and behavioral and school wide initiatives. NSYE’s will utilize a Senior Board - 3 elected teachers representatives - that will set up systems to monitor the School Improvement Plan, delivery of curriculum, climate, and use of educational technologies and other resources. Senior Board will provide the School Governance Council and parents with information around the improvement process through the use of Infinite Campus, parent newsletters, and monthly parent meetings. Decisions are made through consensus when possible and all opinions are respected and considered. The school’s mission will remain driving force when making decisions. Multiple perspectives help to ensure focus while allowing for creativity and evolution. NSYE mission is based, in part, on the needs and desires of parents together with staff. Monthly school governance meetings ensure a collective ownership and address school policies and parent concerns. In addition, through an expanded community immersion program NSYE will develop partnerships that meet the needs of both the school and neighborhood communities. The school requires a full time coordinator of the community immersion program whether through staff release, a new position created for community immersion coordination, or contracting with community partners.

NSYE’s Empowerment Team - a small collective of NSYE educators - is tasked with designing an intellectual preparation process to best set up teachers and students for short and long-term successes. The Empowerment Team partners with staff to develop plans and materials that span from long-term curriculum maps to daily lessons, with strong focuses on literacy.

Below is the chart of leadership:

<u>Leadership</u>	<u>Responsibility</u>	<u>Member(s) in Charge</u>
<u>School Governance Council</u>	<u>Fidelity of NSYE Mission and Vision</u>	<u>Teacher in Charge, 2 staff, 2 parent, 2 students, 2 community members</u>
<u>Teacher In Charge</u>	<u>Financial, Operational, and Legal Compliance</u>	<u>Dan Velasquez</u>

<u>Senior Board</u>	<u>Academics, Assessments, and Non-academics</u>	<u>3 elected staff</u>
<u>Empowerment Team</u>	<u>Academics & Assessments</u>	<u>4 staff - ELA, Math, and Social Studies Educators and Rollout Coordinator</u>
<u>Teacher's Collective</u>	<u>Non-academic & Academics</u>	<u>All staff</u>

School Governance Council members for 17-18:

- Dan Velasquez - Teacher in Charge
- Khalil Coleman - Community Member
- Annika Leonard - Community Member

Composition: Identify the desired composition of the governing body, including key skills and constituencies that will be represented. Describe the nature and extent of parent, professional educator, and community involvement on the governing body.

The NSYE governing structure will be responsible for school operations and fiscal affairs, including but not limited to: adopting policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies; setting NSYE’s enrollment and grade-level configuration; approval of annual school budget, calendar, salary schedules, and fundraising plans; monitoring negotiation and approval of a Memorandum of Understanding (“MOU”) or other contracts with the District; approval of all financial policies that set the processes and controls for contracts, expenditures, and internal controls; overseeing material changes to the school charter; participation as necessary in dispute resolution; monitoring overall student performance; evaluation of NSYE’s lead teacher; monitoring NSYE’s performance and taking necessary action to ensure that the school remains true to its mission and charter; monitoring NSYE’s fiscal solvency; participation in NSYE’s annual independent fiscal audit; participation as necessary in student expulsion matters pursuant to NSYE policy; increasing public awareness of NSYE.

Recruitment: Provide a plan and timeline for recruiting a governing body prior to school opening and thereafter that represents the diverse skillsets, experience, and backgrounds required for rigorous school oversight.

Recruitment for the various positions at NSYE will be fulfilled by the end of the 2016-2017 2017-2018 school year. ~~It is proposed that current NSYE staff members be transferred over to the new NSYE site.~~

Selection: Specify the process by which governing body members have been selected and will be in the future.

All NSYE teachers are part of the governing-body Teacher's Collective and are automatically selected.

The Senior Board will be elected positions filled by faculty chosen by constituents in a majority vote. Members serve on the board for 3 years to develop, implement, and assess school initiatives and functions.

The Empowerment Team is selected through its content area specific needs. Due to its make-up of math, ELA, and SS, those content areas must have representation within the team. The coordinator can be from any interested party outside of or within those content areas.

The School Governance Council is made up of 1 teacher leader (automatically selected) and a maximum of 2 staff, 2 parents, 2 students, and 2 community members. See Appendix J for additional information on the School Governance Council.

Governance Self-Evaluation: Explain how the governing body will evaluate its own effectiveness on an ongoing basis. What expectations will there be for governance membership and what clear, measurable goals and metrics will the body utilize to evaluate itself?

The NSYE staff will hold the school accountable through the measurement of initial, school year goals, which are decided prior to the start of a school year. These goals will be informed by data collected from previous experiences with the youth of Milwaukee and other small, charter high schools. There will be quarterly meetings held to ensure the school is moving towards success and attaining these goals. Below are possible metrics to measure NSYE success over time, exemplifying growth:

- Implementation of restorative practices
- Department pass-fail rates
- Attendance
- Behavioral referrals and suspensions
- Internship performance
- Growth in ELA, Math, Science, and Social Studies through various forms of testing (STAR, ACT)
- Increased civic engagement by students through volunteer hours

The goal of evaluation is to improve on the school and its program. In order to self-evaluate each member, certain responsibilities must be met by individuals. Below are possible ways to ensure each staff member is contributing to the teacher-led model:

- At least one school-wide event planned each year

- Advisory times are used appropriately to inform students of progress and follow a predetermined set of goals and topics to built into the advisory time
- Offerings of tutoring or mentorship after the student school day has ended
- Attempts made to attain internship opportunities through communication with local partners
- Carrying out of monthly literacy events to improve ELA performance of students predetermined by the Empowerment Team with metrics to ensure it is followed with fidelity

In addition, NSYE will adhere to governing body by-laws, as seen in Appendix J.

Parental Involvement: Explain how the school will ensure parental involvement in school governance.

~~Parental Involvement:~~ We believe it is critical to form strong local partnerships to inform our growth and maximize our impact in each of the communities we serve. NSYE school will have at least one parent representative on the School Governance Council Parent Teacher Council, which will be involved in the operations and governance of the school by, among other things: setting school achievement goals; analyzing school performance data; reviewing attendance trends and policies; reviewing results of Parent Surveys; analyzing the instructional model and curriculum; providing inputs on school events, school culture, and staff professional development; and providing input in school policies, safety plans, discipline, and parent engagement. ~~The Parent Teacher Council will hold regular meetings. Additionally, NSYE strongly encourages (but does not require) all families to complete at least 30 partnership hours each school year. Partnership activities vary widely and can include assisting in classrooms, translating documents, providing administrative assistance, participating in community and family meetings, attending advocacy events, and assisting in special school events.~~

School Leader Evaluation: How will the governing body hold network (if applicable) and school leader(s) accountable for school performance?

~~The NSYE governing body will meet monthly to inspect data from the Data Dashboard to inform its position on the school leader. In order to evaluate the school leader, several of the school-wide expectations for evaluation will be applied. Below are possible metrics for the school leader to be evaluated on:~~

- ~~Referral and suspension rate~~
- ~~Student performance in subject areas~~
- ~~Regulation of the parent outreach department~~
- ~~Evaluations of the internship program~~
- ~~Frequent observations of educators to ensure teachers are in compliance with the NSYE mission~~

School teacher in charge will be evaluated by Educator Effectiveness based on the yearly schedule of Educator Effectiveness.

School Facilities

Space Requirements:

~~In order to have a successful program, the following space/facility are would need to be in place:~~

Based on the growth to 200 students, we prefer to be housed in a facility with the following, if available:

- 15 classrooms w/chromebooks
- 4 offices
- 1 main office
- Parent/Family center
- Gym
- Auditorium
- Student lockers
- Cafeteria
- Science lab
- Art room w/kiln
- Library
- Wi-fi
- Staff/student parking
- Yondr pouches
- Teacher's Lounge

School Site(s): Provide an overview of each proposed site, including the address, a general description of the property, its current owner, and previous use.

To be successful, NSYE would need to be kept in the downtown area, centralized near multiple bus lines for student transportation to their internship community sites, at a site similar to the Grand Ave. or 27th and Wisconsin sites.

Facility Plan: Describe the plan to secure and update (if applicable) an appropriate facility in time for school opening.

The NSYE program would require few major updates to a location like the Grand Ave. The science lab and art room w/kiln would require a majority of the updating, if applicable. In order to secure a site, NSYE will engage in conversations with the MPS district. Additional school furniture to accommodate the expansion of the program.

Insurance: Provide the types and limits of liability insurance that the school will carry.

NSYE will participate in all required and appropriate MPS liability and insurances to ensure the success and safety of NSYE.

Accountability

Operational Plan, Goals, and Metrics: Explain how non-academic services will be managed once the proposed school is in operation.

NSYE will ~~appeal~~ adhere to all MPS district policies regarding non-academic management.

Progress Monitoring: Clearly articulate the procedures that the governing body will use to continually monitor academic, financial, operational, and legal compliance metrics.

NSYE will ~~appeal~~ adhere to all MPS district policies and procedures regarding continual academic, financial, operational, and legal compliance metrics.

Audits: Describe the manner in which annual audits of the financial and programmatic operations of the school will be performed.

NSYE will ~~appeal~~ adhere to all MPS district policies regarding annual audits of financial and programmatic operations of the school.

Personnel

Staffing Plan: Discuss the proposed staffing numbers and structure.

~~As stated above,~~ Based on the growth to 200 students, it is proposed that NSYE would ~~require~~ prefer the following positions:

- 2 math teachers
- 2 social student teachers
- 2 science teachers
- 2 ELA teachers
- 1 art teacher
- 1 social worker
- .5 SST
- .5 guidance
- 2 special education teachers
- 1 secretary
- 1 safety
- 1 teacher leader

Qualifications: Describe the respondent's strategy, process, and timeline for recruiting and hiring the teaching staff. Subject to Wisconsin State Statute, what qualifications must be met by the individuals to be employed in the school?

In accordance with Wisconsin law, NSYE will ensure all professional staff members, supervisors, teachers, and administrators, hold the applicable license, certificate, or permit from the Department of Public Instruction before performing duties at the school. The NSYE program will comply with all relevant laws pertaining to the certification and qualification of employees.

In addition, staff will need to participate in appropriate trainings and PD determined by the school. This will include, but not limited to, Restorative Practices.

Professional Development Approach: Describe the school's goals and strategy for ongoing professional development (PD), including whole staff development, grade-level/department/course teams, and instructional coaching. How will the PD plan be driven by data to improve teaching, student learning, and school performance?

The NSYE staff will participate in ~~all required and appropriate~~ MPS professional development opportunities offered.

Beyond the classroom, NSYE focuses on elevating and celebrating instruction to attract and retain strong leadership. Teachers remain one of the most important factors in student success. To ensure our students have access to the best teachers, we provide coaching, professional development, and leadership programs to help them grow professionally and personally—regardless of their experience level. NSYE educators feel empowered, appreciated, and valued. We grow our leaders from within our school.

Experience

Experience and Roles: Briefly describe the qualifications and experience of the respondent in all areas that are key to successfully opening, managing, and sustaining a new school, including education, school leadership/administration, operations, finance, development, law, and ties to the proposed community.

All NSYE school personnel for whom licensure is required under Wis. Stat. §§ 118.19(1) and 121.02(1)(a)2 shall hold a license or permit to teach issued by the Department of Public Instruction.

Academic Track Record: Provide evidence demonstrating that the applicant team has a proven track record of success driving academic achievement and growth for students similar to those the school expects to serve in a school setting.

All NSYE school personnel are responsible for the continual growth at the current, traditional/alternative NSYE site. Working with my team - Dan Soiney, Max Campos, and Monique Adams - has proven that they are dedicated to the mission and vision of NSYE. The wide reach of experience and expertise are captured within the applicants' resumes, which are attached in Appendix H.

School Opening

Start-up Plan: Provide a timeline and schedule for the activities your team will undertake in the planning year(s) to ensure a successful school opening. The plan should address the wide range of activities required to successfully open a new school and identify start dates and deadlines for the completion of each task.

NSYE will adhere to all MPS calendars and charter planning calendars.

Outreach: Describe the plan for continued community engagement from proposal submission leading up to the opening of the school.

NSYE will participate in a community engaged campaign to ensure a successful program at the beginning of the school year. Some of the methods for which we will do this are as follows:

- Billboards
- Flyers to local businesses and community organization (develop internships)
- Mailings
- Social media (twitter, facebook, school website, etc.)
- Attending community events (festivals, neighborhood functions, parks)
- Community site visits and meetings with community leaders

Liability: Describe the effect of the establishment of the charter school on the liability of the school district.

NSYE shall adhere to all applicable local, state and federal, laws, codes, rules, and regulations and to the Board's insurance and risk management requirements.

NSYE and the NSYE governing body members shall comply with administrative policies regarding Employee Code of Ethics and Gifts and Solicitations.

Members of the NSYE governing body are protected under the district's liability insurance policies while conducting business, provided the business is within the scope of being a member of the NSYE governing body and as authorized or directed by the school leader.

Commercial General Liability	
Commercial General Liability	1,000,000 each occurrence
General Aggregate	2,000,000 aggregate
Personal & Advertising Injury Limit	1,000,000 each occurrence

Products-Completed Operations Aggregate	2,000,000 aggregate
Medical Expense	5,000 each person
Worker's Compensation and Employer's Liability	
Worker's Compensation	Statutory Coverage
Bodily Injury by Accident	100,000 each accident
Bodily Injury Disease	500,000 policy limit
Bodily Injury by Disease	100,000 each employee
Auto Liability	
Combined Single Limit	1,000,000 each accident
Uninsured/Underinsured Motorists	1,000,000 each accident
Medical Expense	5,000 each person
Additional Insurance Types	
Umbrella (excess) liability	5,000,000 per occurrence 5,000,000 aggregate
Crime Insurance	3,000,000 aggregate
School Leaders' Errors & Omissions	1,000,000 each claim or occurrence 2,000,000 aggregate
Directors and Officers Liability	2,000,000 each claim or occurrence 2,000,000 aggregate
Employment Practices Liability	2,000,000 each claim or occurrence 2,000,000 aggregate

~~Should this application be approved, these insurance types and amounts are subject to revision upon entering into a charter contract with the District.~~

Budget

Five-Year Budget: Please provide a detailed five-year budget.

The proposed budget for the NSYE charter school will be based on the current budget of the MPS traditional high school NSYE.

The detailed, five-year budget plan is attached in Appendix F.

Economic Soundness: Summarize the budget and describe how the budget reflects the mission, vision, education plan, and overall strategic development of the proposed school. Discuss how resources will be used to support identified school priorities.

NSYE will ~~appeal~~ adhere to all MPS district policies and procedures to ensure all funds are being used to reflect the school's mission, vision, education plan, and strategic development. To better support specific student needs, NSYE will place attention in needed areas of restorative practice and trauma sensitive trainings, literacy and math interventions, and internship development.

Additional Revenues: Discuss additional revenue needed to maintain financial viability over the five-year contract, including assumptions behind the calculation of need.

NSYE will ~~appeal~~ adhere to all MPS district policies regarding additional revenue needed to sustain the school over the five-year contract.

Financial Controls: Describe the policies and procedures that the proposed school and governing body will utilize to sustain financial health of the organization and ensure legal compliance with any requirements and restrictions for the use of public funds.

NSYE will adhere to all MPS district policies and procedures regarding financial health of the organization and legal compliance with any requirements and restrictions for the use of public funds.

Additional Information

School Schedule

NSYE will operate on ~~the traditional MPS~~ a four day week school calendar. We will have block scheduling with four blocks/day. Weekly, we will operate on an A Day/B Day/~~C Day~~ schedule, with ~~Monday & Wednesday~~ Tuesday & Thursday as A Days and Tuesday & Thursday Wednesday & Friday as B Days and Friday as its own individual day. ~~This offers students alternating days to attend internships, Youth Options, etc. Friday will include dedicated time with advisors and seminar classes to engage students in life skills opportunities including but not limited to cooking, arts and crafts, math topics, boat building, Adventure Sports, Milwaukee Architecture.~~

Schedule Overview:

~~In addition to the traditional calendar,~~ There will be dates set aside for frequent school events. Each teacher at NSYE will be responsible for putting on at least one event per year that is related to their content area (ex: science fair, art gallery night, mock trial presentation). The goal of having numerous events is to draw in and retain families and community partners. Exposing

these groups to the student successes at NSYE will help set the school above the perceived bar of being a small, charter high school. Being cautious to avoid the trappings of “big schools,” NSYE wants to provide the opportunities that can ~~provide~~ give students ~~with~~ a sense of a larger ~~community outside of the school walls~~ that a larger community exists beyond the walls of the school.

The four day week is implemented to better suit the needs of our students and the community engaged program. Educators are present on Mondays and are expected to use the day as an opportunity to ensure a successful school program. NSYE would be able to use Monday - the day without scheduled student instructional time - to provide opportunities to host all-school events, workshops through community partners, resource time for students, individualized learning time for students, staff PD, PBL collaboration and assessment, internship assessments, governance council meetings with members, staff meetings, parent engagement activities and events, career fairs, interventions, credit recovery, and more. Looking at data and reports from other states using the four day schedule, there was a fear that student performance would drop without the additional day of instruction. In a study done on 5 different schools in Colorado before and after implementing a four day school week, they found that the change in schedule had no discernable impact on test performance (Daly & Richburg 1984). When deciding which day to drop from student instruction, Schank (2009), as well as Yarbrough and Gilman (2006), recommend that Monday be dropped because federal holidays or three-day weekends usually fall on Mondays and therefore reduce the need to add additional make-up days later in the year. This would lend itself well to the nature of our high school students, often needing to miss days for appointments or work. The additional time devoted to planning and preparation that the four-day week provided helped teachers connect instruction and planning in a more effective manner, with dedicated time for PBL and internship assessments. Additionally, their approach to assigned homework was more focused and efficient (Yarbrough & Gilman). In a study by Durr (2003) found that “teachers reported covering more content during the four day week than they covered under the traditional five-day week.”

The daily schedule for students will provide ~~100-105~~ minutes blocks to engage in rigorous and challenging material. ~~As NSYE had previously succeeded with this schedule for over 20 years, we will continue to retain this format.~~ For many of the content areas, ~~100-105~~ minutes of instructional time twice a week with their students is enough to truly drill into content, specialize instruction, and provide opportunities for students to show growth in a variety of ways. In addition, the daily block schedule will also prepare students for college experiences. Often, lectures and courses are taken a couple times a week, with longer class times. This approach provides students with the familiarity of those college class experiences, ensuring pupils are well prepared and college bound.

Teacher's Daily Schedule:

Educators at NSYE will be required to teach a minimum of 5 and a maximum of 6 classes throughout the week. ~~This can look like a combination of regular classroom instruction and/or a~~

~~Friday Seminar—a specialized course that taps into community leaders and partnerships to engage students beyond academics. In addition to this, educators can replace a content course with a maximum of one intervention class—either reading or math. Teachers will be responsible for literacy mandates set forth at the start of the school year: Literacy Day Rollouts (all school reading and writing experiences), weekly annotations schedule, three ACT-style perspective essays.~~ In addition, teachers will have duties and be responsible for an advisory/club.

	Monday—A	Tuesday—B	Wednesday—A	Thursday—B	Friday—Seminar
1st Block	7:35-9:15	7:35-9:15	7:35-9:15	7:35-9:15	7:35-8:30
2nd Block	9:15-10:55	9:15-10:55	9:15-10:55	9:15-10:55	8:30-9:30
3rd Block	10:55-12:35	10:55-12:35	10:55-12:35	10:55-12:35	9:30-11:30
4th Block	1:05-2:45	1:05-2:45	1:05-2:45	1:05-2:45	

	<u>Tuesday - A</u>	<u>Wednesday- B</u>	<u>Thursday - A</u>	<u>Friday - B</u>
<u>1st Block</u> <u>7:30-9:15</u>	<u>Teach</u>	<u>Teach</u>	<u>Teach</u>	<u>Teach</u>
<u>2nd Block</u> <u>9:15-11:00</u>	<u>Teach</u>		<u>Teach</u>	
<u>Advisory</u> <u>11:00:-12:00</u>	<u>Advisory</u>	<u>Advisory</u>	<u>Advisory</u>	<u>Advisory</u>
<u>Lunch/Study</u> <u>Hall/Interventions</u> <u>12:00-1:00</u>	<u>Duty</u>	<u>Duty</u>	<u>Duty</u>	<u>Duty</u>
<u>3rd Block</u> <u>1:00-2:45</u>		<u>Teach</u>		<u>Teach</u>
<u>4th Block</u> <u>2:45-4:30</u>	<u>Teach</u>	<u>Teach</u>	<u>Teach</u>	<u>Teach</u>

*Mondays are reserved for PD, PBL, student resource, Internship meetings, School Governance Council meetings, parent-teacher conferences, school-wide events, etc, student volunteer opportunities, student council events/planning, interventions, etc.

Student's Daily Schedule:

Students at NSYE will be required to take 4 classes ~~and a seminar for their first two school years~~ for their first three years. By their ~~junior and~~ senior year, students can be placed in the

NSYE internship program, effectively taking place as either their A day or B day schedule. ~~Those students are then responsible for taking the Orientation seminar on Fridays, as it is the designated time for students to work on LEAPS. Students will have the choice of which Friday seminar they would like to participate in, which will earn them a credit in that content area or an elective. In addition, B day fourth block will be utilized as intervention and credit recovery classes. Fridays~~ Students will also have scheduled advisory times ~~for students~~: discuss course progress, graduation, college applications, FAFSA, Circles and Restorative Practices. Below is ~~an example~~ a sample of a possible student daily and weekly schedule throughout their high school career.

	Monday--A	Tuesday--B	Wednesday--A	Thursday--B	Friday--Seminar
1st Block	7:35-9:15	7:35-9:15	7:35-9:15	7:35-9:15	7:35-8:30
2nd Block	9:15-10:55	9:15-10:55	9:15-10:55	9:15-10:55	8:30-9:30
3rd Block	10:55-12:35	10:55-12:35	10:55-12:35	10:55-12:35	9:30-11:30
4th Block	1:05-2:45	1:05-2:45	1:05-2:45	1:05-2:45	

Freshman Year:

	<u>Tuesday - A</u>	<u>Wednesday- B</u>	<u>Thursday - A</u>	<u>Friday - B</u>
<u>1st Block</u> <u>7:30-9:15</u>	<u>Reading Improvement</u>	<u>Restorative Practices</u>	<u>Reading Improvement</u>	<u>Restorative Practices</u>
<u>2nd Block</u> <u>9:15-11:00</u>	<u>Health</u>	<u>Government</u>	<u>Health</u>	<u>Government</u>
<u>Advisory/Clubs</u> <u>11:00:-12:00</u>				
<u>Lunch/Study Hall/Interventions</u> <u>12:00-1:00</u>				
<u>3rd Block</u> <u>1:00-2:45</u>	<u>Art as Activism</u>	<u>Physical Science</u>	<u>Art as Activism</u>	<u>Physical Science</u>
<u>4th Block</u> <u>2:45-4:30</u>	<u>English 9</u>	<u>Algebra 1</u>	<u>English 9</u>	<u>Algebra 1</u>

*Mondays are reserved for PD, PBL, student resource, Internship meetings, School Governance Council meetings, parent-teacher conferences, school-wide events, etc, student volunteer opportunities, student council events/planning, interventions, etc.

Sophomore Year:

	<u>Tuesday - A</u>	<u>Wednesday- B</u>	<u>Thursday - A</u>	<u>Friday - B</u>
<u>1st Block</u> <u>7:30-9:15</u>	<u>English 10</u>	<u>Geometry</u>	<u>English 10</u>	<u>Geometry</u>
<u>2nd Block</u> <u>9:15-11:00</u>	<u>Music</u>	<u>Citizenship</u>	<u>Music</u>	<u>Citizenship</u>
<u>Advisory/Clubs</u> <u>11:00:-12:00</u>				
<u>Lunch/Study Hall/Interventions</u> <u>12:00-1:00</u>				
<u>3rd Block</u> <u>1:00-2:45</u>	<u>Ceramics</u>	<u>Biology.</u>	<u>Ceramics</u>	<u>Biology</u>
<u>4th Block</u> <u>2:45-4:30</u>	<u>World Lang</u>	<u>Lifetime Sports</u>	<u>World Lang</u>	<u>Lifetime Sports</u>

*Mondays are reserved for PD, PBL, student resource, Internship meetings, School Governance Council meetings, parent-teacher conferences, school-wide events, etc, student volunteer opportunities, student council events/planning, interventions, etc.

Junior Year:

	<u>Tuesday - A</u>	<u>Wednesday- B</u>	<u>Thursday - A</u>	<u>Friday - B</u>
<u>1st Block</u> <u>7:30-9:15</u>	<u>Chemistry</u>	<u>Empowerment</u>	<u>Chemistry</u>	<u>Empowerment</u>
<u>2nd Block</u> <u>9:15-11:00</u>	<u>Algebra 2</u>	<u>Art of Film</u>	<u>Algebra 2</u>	<u>Art of Film</u>
<u>Advisory/Clubs</u> <u>11:00:-12:00</u>				
<u>Lunch/Study Hall/Interventions</u> <u>12:00-1:00</u>				
<u>3rd Block</u> <u>1:00-2:45</u>	<u>World History</u>	<u>Fit For Life</u>	<u>World History</u>	<u>Fit For Life</u>
<u>4th Block</u> <u>2:45-4:30</u>	<u>English 11</u>	<u>Mock Trial</u>	<u>English 11</u>	<u>Mock Trial</u>

*Mondays are reserved for PD, PBL, student resource, Internship meetings, School Governance Council meetings, parent-teacher conferences, school-wide events, etc, student volunteer opportunities, student council events/planning, interventions, etc.

Senior Year (with internship):

	Tuesday - A	Wednesday- B	Thursday - A	Friday - B
1st Block <u>7:30-9:15</u>	<u>English 12</u>	<u>Internship</u>	<u>English 12</u>	<u>Internship</u>
2nd Block <u>9:15-11:00</u>	<u>Physics</u>	<u>Internship</u>	<u>Physics</u>	<u>Internship</u>
Advisory/Clubs <u>11:00:-12:00</u>		<u>Internship</u>		<u>Internship</u>
Lunch/Study Hall/Interventions <u>12:00-1:00</u>		<u>Internship</u>		<u>Internship</u>
3rd Block <u>1:00-2:45</u>	<u>Anatomy</u>	<u>Internship</u>	<u>Anatomy</u>	<u>Internship</u>
4th Block <u>2:45-4:30</u>	<u>US History</u>	<u>Internship</u>	<u>US History</u>	<u>Internship</u>

*Mondays are reserved for PD, PBL, student resource, Internship meetings, School Governance Council meetings, parent-teacher conferences, school-wide events, etc, student volunteer opportunities, student council events/planning, interventions, etc.

Senior Year (without internship):

	Tuesday - A	Wednesday- B	Thursday - A	Friday - B
1st Block <u>7:30-9:15</u>	<u>English 12</u>	<u>Ceramics</u>	<u>English 12</u>	<u>Ceramics</u>
2nd Block <u>9:15-11:00</u>	<u>Physics</u>	<u>Pre-Calc</u>	<u>Physics</u>	<u>Pre-Calc</u>
Advisory/Clubs <u>11:00:-12:00</u>				
Lunch/Study Hall/Interventions <u>12:00-1:00</u>				
3rd Block	<u>Anatomy</u>	<u>Poetry</u>	<u>Anatomy</u>	<u>Poetry</u>

<u>1:00-2:45</u>				
4th Block <u>2:45-4:30</u>	<u>US History</u>	<u>Astronomy</u>	<u>US History</u>	<u>Astronomy</u>

*Mondays are reserved for PD, PBL, student resource, Internship meetings, School Governance Council meetings, parent-teacher conferences, school-wide events, etc. student volunteer opportunities, student council events/planning, interventions, etc.

Leadership Structure Chart:

Name(s)	Structure of Leadership – Descending Order
Hector Rosales	Teacher Leader
Norah Zilisch	Lead Programmer
Dan Velasquez	Art Teacher
Lavance Nicholson	Math Teacher
Trevor Hein	Social Studies Teacher

Name	Structure of Leadership
<u>Dan Velasquez</u>	<u>Teacher in Charge</u>
<u>Max Campos</u>	<u>2nd in Charge - Student Discipline and School Day Operations</u>
<u>Dan Soiney</u>	<u>3rd in Charge - Staff Accountability and Budget</u>
<u>Monique Adams</u>	<u>4th in Charge - Internship Coordinating and Parent Outreach</u>

CHARTER SCHOOL PETITION

Under Wis. Statute 118.40, we the undersigned teachers, petition the Milwaukee Board of School Directors to become a charter school within the instrumentality.

118.40 (1m) Petition STATES THE FOLLOWING:

(a) A written petition requesting the school board to establish a charter school under this section may be filed with the school district clerk. The petition shall be signed by at least 10% of the teachers employed by the school district OR by at least 50% of the teachers employed at one school of the school district.

CHARTER SCHOOL SIGN OFF

TEACHING STAFF AT New School for Community Service

TOTAL # of teachers at the MPS school listed above: 20

TOTAL # of teacher signatures obtained: 20 =

List the percentage (%) of the total teaching staff at the school listed above who signed this Petition: 100%

Name	Position	Signature	Date
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(Print or Type Name)

John M. Bull Jr	Sped teacher	<i>[Signature]</i>	2-7-17
Trevor Heim	Social Studies Teacher	<i>[Signature]</i>	2/7/17
William Grandall	Math teacher	<i>[Signature]</i>	2-7-17
Traci Fernandez	science teacher	<i>[Signature]</i>	2-7-17
Jean Grandall Jacobs	Sped teacher	<i>[Signature]</i>	2-7-17
Lalance Nicholson	Math Teacher	<i>[Signature]</i>	02/07/2017
Mark Sholfa	School support teacher	<i>[Signature]</i>	2/7/17
James Bennett	Student Teacher	<i>[Signature]</i>	2/7/17
Tami Perez	Counselor	<i>[Signature]</i>	2-7-17
MARK ZIMMERMAN	ENG. TEACHER	<i>[Signature]</i>	2/7/17
KARIANNE OSOWSKI	Social worker	<i>[Signature]</i>	2/7/17
Denise Sather	Psychologist	<i>[Signature]</i>	2/7/17
Daniel Soiney	Science Teacher	<i>[Signature]</i>	2/7/17
Daniel Velasquez	Art Educator	<i>[Signature]</i>	2/8/17
Norah Zilisch	History Teacher	<i>[Signature]</i>	2/8/17
Hector R. Rozales	English	<i>[Signature]</i>	2/8/17
David Cusma	Math/Science	<i>[Signature]</i>	2-8-17
Tamara Gibbs	Social worker	<i>[Signature]</i>	2-8-17
Anastasia Burmacek	Paraprofessional Coordinator	<i>[Signature]</i>	2-8-17
Derek Johnson	Safety	<i>[Signature]</i>	2/8/17

CHARTER SCHOOL

PETITION ENDORSEMENT

We, the undersigned teachers at Community High School, (Name of School) are supportive of the petition to the Milwaukee Board of School Directors on behalf of the teachers of

New School for Community Service (Charter School) as an instrumentality of the district.

118.40 (1m) Petition STATES THE FOLLOWING:

(a) A written petition requesting the school board to establish a charter school under this section may be filed with the school district clerk. The petition shall be signed by at least 10% of the teachers employed by the school district OR by at least 50% of the teachers employed at one school of the school district.

CHARTER SCHOOL SIGN OFF

TEACHING STAFF AT Community High School (Name of MPS School)

TOTAL # of teachers at the MPS school listed above: 17

TOTAL # of teacher signatures obtained: 13 =

List the percentage (%) of the total teaching staff at the school listed above who signed this Petition: 76%

Name	Position	Signature	Date
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(Print or Type Name)

<u>Maxwell Camps</u>	<u>Teacher</u>	<u>[Signature]</u>	<u>2/8/17</u>
<u>William Harvey</u>	<u>Teacher</u>	<u>[Signature]</u>	<u>2/8/17</u>
<u>Peter Gregg</u>	<u>Teacher</u>	<u>[Signature]</u>	<u>2/8/17</u>
<u>Jennifer Collins</u>	<u>Teacher</u>	<u>[Signature]</u>	<u>2/8/17</u>
<u>Roxane Mayeur</u>	<u>Sop. Teacher</u>	<u>[Signature]</u>	<u>2/8/17</u>
<u>John David</u>	<u>Teacher</u>	<u>[Signature]</u>	<u>2/8/17</u>
<u>Tiffany Le</u>	<u>Teacher</u>	<u>[Signature]</u>	<u>2/8/17</u>
<u>[Signature]</u>	<u>Teacher</u>	<u>[Signature]</u>	<u>2/8/17</u>
<u>Natalie [Signature]</u>	<u>Teacher</u>	<u>[Signature]</u>	<u>2/8/17</u>
<u>Jakub Cychowski</u>	<u>Teacher</u>	<u>[Signature]</u>	<u>2/8/17</u>
<u>Allison Coby</u>	<u>teacher</u>	<u>[Signature]</u>	<u>2/8/17</u>
<u>Jayne Timmons</u>	<u>Teacher/Dept Ch.</u>	<u>[Signature]</u>	<u>2/8/17</u>
<u>Dave Anderson</u>	<u>teacher</u>	<u>[Signature]</u>	<u>2/8/17</u>

**New School for Youth Empowerment Charter School
Appendices**

Appendices

Appendix A. Charter School Calendar

Appendix B. Student day start and end times

Appendix C. Uniform policy

Appendix D. Diversity Plan

Appendix E. Special Education Plan

Appendix F. Charter school proposed budget and optional services form

Appendix G. Charter school discipline policy

Appendix H. Resumes and vitae for key staff

~~Appendix I. Academic and career planning guide~~

~~Appendix J. Letters of Support~~

Appendix A: Charter School Calendar

New School for Youth Empowerment will follow the Early Start Calendar for MPS high schools, with modifications throughout the week, as seen below.

August 7	Organizational Day
August 8-11	Professional Development Day
August 14th	First Day of School for Students
Sept 1	Labor Day Recess
Sept 4	Labor Day
Oct 13	Parent Teacher Conference Day
Oct 16	Fall Break
Nov 22	Professional Development Day
Nov 23	Thanksgiving Day
Nov 24	Thanksgiving Recess
Dec 22	Record Day
Dec 25-29	Winter Recess
Jan 1-2	Winter Recess
Jan 15	MLK Jr. Day
Feb 16	Professional Development Day
Feb 19	Mid-Semester Break
March 9	Parent Teacher Conference Day
March 26-30	Spring Recess
April 20	Professional Development Day
May 18	Last Student Day
May 21	Record Day
May 22	Professional Development Day

2018-2019 New School for Youth Empowerment School Calendar			
Aug 6-10	Organizational and Professional Development Days	Jan 1-2	Winter Recess
Aug 14	Students start/classes begin	Jan 14	MLK Jr. Day
Aug 31	Labor Day Recess	Feb 15	Professional Development Day
Sept 3	Labor Day	Feb 18	Mid-Semester Break
Oct 8	Parent-Teacher Conference Day	Feb 22	Parent-Teacher Conference Day
Oct 15	Fall Break	March 25-29	Spring Recess
Nov 21	Professional Development Day	April 19	Professional Development Day
Nov 22	Thanksgiving Day	April 22	Parent-Teacher Conference Day
Nov 23	Thanksgiving Recess	May 17	Last Student Day
Dec 10	Parent-Teacher Conference Day	May 20	Record Day
Dec 21	Record Day	May 21	Professional Development Day
Dec 24-28 & 31	Winter Recess		

*Mondays = PD, PBL, student resource, Internship meetings, School Governance Council meetings, school event planning, etc.

July 2018						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	10	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OW

Appendix B: Student Day Start and End Times

~~7:35 AM - Student school day begins~~

~~2:45 PM - Student regular school day ends~~

~~3:30 PM - Student extended day ends~~

Tuesday-Friday:

7:30 AM - Student school day begins

4:30 PM - Student school day ends

Appendix C: Uniform Policy

~~New School for Youth Empowerment will adopt the standard, MPS uniform code (as shown below).~~

It is important to dress for school in a manner that reflects the focus on instruction and student performance that ~~Morse-Marshall School~~ New School for Youth Empowerment values. Any student wearing inappropriate clothing will be required to remove the items and may be sent home to change into appropriate attire. The following dress code is designed to reduce distraction and disruption and maintain an academic focus in the classroom and on school grounds.

Examples include, but are not limited to, the following:

Shirts/Tops/T-shirts: Girl's shirts should cover the tops of shoulders (no halter tops, strapless tops, spaghetti straps, tank tops, or bare shoulder tops of any type will be allowed). Shirts that expose any portion of the waist, hips, or midriff are not allowed (if you raise your arm to shoulder level and the belly shows, the top is unacceptable). Low-cut, see through, backless or tube tops are also unacceptable. Boys' shirts must have sleeves. No shirt can display words or symbols that reference alcohol, drugs, vulgarity, obscenities, violence, demeaning messages, or product logos that target an adult age-group market.

Shorts/skirts/pants: Shorts and skirts cannot be shorter than mid-thigh from the bottom of the knee. Slits in skirts cannot be above mid-thigh. Waistline of shorts/skirts/pants must be on or above the hips with no undergarments showing. Rips or holes in clothing are not allowed.

Undergarments: Should not be visible under any clothing. No pajamas or sleepwear are allowed.

Headwear: No type of head covering is to be worn. Any item worn on the head to school must be placed in the student's locker at the beginning of the school day and remain there until the student leaves the building. Headwear includes hats, caps, hoods, sweatbands, bandanas, scarves, or do-rags. No combs, curlers, picks, or sunglasses can be worn in the hair. Exceptions would be a cap or hat that is part of a school activity, or a head covering worn for religious or medical purposes. Sunglasses: Cannot be worn in the school building.

Shoes: Health regulations and safety factors require that shoes capable of protecting feet be worn at all times at school. No house slippers may be worn.

Students should refrain from wearing:

- Jackets may not be worn in class
- Clothing which is offensive or displays gang related words or pictures
- Sunglasses

- Halter tops, bare midriff or half-tops, bare-back tops, tube tops, mesh shirts, tank tops (must have strap with 2" width or more)
- Studded leather wristbands, chokers, or belts
- Hats, caps, bandannas, hoods, sweatbands, and other head coverings meant for outdoors
- Attire that is so disruptive that it interferes with the learning process. This could include, but is not limited to: tops, blouses, skirts, dresses, shorts, or pants that by design or construction cause disruption to the learning process. All skirts, dresses, or shorts must fall below the fingertips.
- Leggings that have no seams, zipper/gear, or belt loops etc.
- Hair curlers, picks, combs, pencils, or any other pointed objects in the hair
- Sagging pants, trousers without waistline support (~~After two warnings the student will be suspended~~)

Appendix D: Diversity Plan

NSYE is committed to the principles and best practices that recognize and celebrate cultural diversity in our schools. We provide a high-quality and equitable education for all of our students. Through high expectations and collaboration, the school's environment remains one of inclusiveness and friendship.

Students, staff, parents, and communities live and work in a multicultural society that supports a teaching and learning environment where all employees and students value commonalities and differences within and across various cultures in order to produce harmonious life-long learners. The cultural contributions of NSYE is widely appreciated and accepted.

Our recruitment efforts will help to ensure a diverse student population that is demographically representative of the Milwaukee community. We will work with existing civic and social institutions to reach parents and announce the advent of NSYE, communicate opportunities for community input, partnership, and leadership, and recruit students. We will collaborate with Milwaukee Public Schools to the extent possible and will also connect with existing charter schools. We will also reach out to other charter authorizers in Milwaukee to take advantage of their communications with families and community. We will set up an interactive website where we will post information and recruit interested parents and community members. We will ask representatives of these institutions, community-based organizations, and individuals who are local champions in the charter school movement to help spread the word and to bring to our attention individuals and organizations that will join with us and assist in taking a leadership role in developing NSYE.

NSYE is free of prejudice and discrimination in all aspects of employment and enrollment. Opportunities will be provided for staff to learn about various cultures and to improve communication. Initiatives will include the following:

1. Recruit students from diverse backgrounds by creating and executing a strategic outreach plan and providing a welcoming atmosphere for parents and students of diverse backgrounds.
2. Create a handbook of research-based strategies to support students from diverse backgrounds.
3. Recruit a diverse faculty and provide mentors for new teachers to support their development.
4. Create and promote learning opportunities that support diversity for all faculty and staff.
5. Support social interactions outside the classroom through internships and extracurricular activities that encourage inclusiveness and dialogue.
6. Take a proactive approach to assessing the needs of students, staff, and families and creating culturally sensitive solutions to address those needs.
7. Ensure that multi-cultural topics and related curricula become part of the instruction in all classrooms and create opportunities for teachers to share diversity lessons.

8. Plan opportunities for students to co-teach with their peers, express themselves creatively, and honor their heritage through special arts and humanities projects.

Appendix E: Special Education Plan

NSYE utilizes a “whole” school approach as its education model reflected in our school design and our instructional program plans to address the needs of special student populations including Special Education and ELL students. NSYE is committed to ensuring all students, irrespective of their special needs, will be successful. Using flexible approaches to address the needs of diverse learners will be demonstrated in the use of strategies designed to support multiple learning needs. Content and strategies will be used to ensure equitable opportunities for academic success and personal development. Students with diverse learning needs will have access to the Core Educational Program, with their nondisabled peers to the greatest extent possible.

When a student enters the NSYE, every effort will be made to obtain their IEP documents (Evaluation/Re-evaluation report, IEP, and NOREP). Special education staff will immediately reach out to the parent and/or former school or placement facility to convene a team meeting to design a program that addresses academic, social and emotional needs of each student to ensure success at NSYE. Our goal will be to identify effective instructional strategies and specially designed modifications and the appropriate level of instructional support for each student to experience the most success in the least restrictive environment.

NSYE will adhere to regulations of the State of Wisconsin and Milwaukee Public Schools as well as the Individual with Disabilities Education Act, PL 105-17, the reforms as detailed in the Individuals Improvement Act, PL 108-446 (IDEA 2004) Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) and related regulations such as Gaskins. All components of the special education program will be overseen by the designated coordinator of Special Education.

NSYE will maintain a program that ensures a Free and Appropriate Public Education (FAPE) for each student with special needs. We will further ensure that the Family/Guardian/Surrogate has access to the procedural safeguards at each stage of the IEP process and that the Family Education Rights and Privacy Act (FERPA) is implemented with fidelity by maintaining a confidential special education file for each student in a locked file cabinet. Anyone examining files for any purpose will be required to sign a form in the front of the file that documents the date and purpose of their examination of a student’s confidential file.

The NSYE Board of Directors will ensure that the following policies relating to meeting students with special education needs are implemented with fidelity:

- Each special education student is offered an educational program that meets his/her unique abilities. Such a program of special education is designed to comply with law, conform to the goals of NSYE and to the extent feasible and consistent with the best interests of the student and other students, integrate programs of special education with the regular instructional program.

- The NSYE School Board will ensure that all procedures for the implementation of a program of special education is designed to guard the privacy of the student and family (FERPA).
- The school principal will be directed to recommend annually to the Board the employment and retention of staff and the provision of such facilities as may be necessary and feasible to provide for the best needs of special education students.

NSYE will comply with all federal Child Find Requirements (34 CFR & 300.125) and will employ a three-tiered Comprehensive Support Plan that addresses the identification, eligibility, referral, records review, multidisciplinary evaluation, classroom interventions and response to instruction, services and progress of all students with special needs. The team will include school personnel, family members, and on-site behavioral health and student support staff who together design interventions for students with disabilities, or those who are thought to be eligible under the Rehabilitation Act and are at risk of academic failure.

- The lead teacher will develop procedures for a continuing evaluation of the effectiveness of the school's plan for the special education student and will periodically report to the Board the results of such evaluation.
- The program to which each special education student is assigned will be that which best assures his/her success in learning and offers him/her the least restrictive environment in accordance with the Individuals with Disabilities Act (IDEA).

Delivering Instruction - Students in need of special education services will be instructed in the general education classroom to the greatest extent possible. When a decision to educate a student in a different setting is made, there will be a compelling reason that this is in the best interest of the student. Students in need of special education will have access to the general school curriculum with supplemental aids and services to assure academic success. Supplemental aids and services will include but not be limited to:

- accommodation, modification and adaptation checklists to support the differentiation of curricular content
- use of instructional scaffolding
- strategic integration
- judicious review of content
- use of age/developmentally appropriate materials to supplement the general curriculum
- use of technology (whole group or individual) to support the delivery of content
- use of screening instruments and diagnostic materials
- opportunities to review progress and make revisions when appropriate.

Staff Support - All staff will be provided with the opportunity to participate in the following professional development to support creating a learning environment that is appropriate for all student learners.

- differentiated instruction
- characteristics of diverse learners
- parent involvement
- linking the IEP to the curriculum
- assessment strategies
- positive behavior strategies.

Special educational instructional programs will be operated by qualified Special Education instructors. In addition, the following support staff will be retained by NSYE:

- nurse
- social worker experienced with the city service agencies
- School counselor
- special education coordinator to support compliance, school-home relations, and assure staff support.

Through its Family Resource Center, NSYE will also provide an array of social services (wraparound services) to all students that are complementary to the educational program of the school. The school will serve as a center of the community and the ideal place for providing supportive services to parents and families. NSYE intends to provide direct services for students in the following pathways:

- academic support
- career exploration and work exposure
- college preparation
- leadership development
- social service agency information and referrals
- mentoring and coaching.

Appendix F: Proposed Budget

BU066 100-CENT SCHOOL COUNSELORS		Milwaukee Public Schools Requested Budget			Requested: 03/08/2017 Budget Version: AB			
NW-New School/Domain Service		For 2018			Time 17:35:04			
110 - 635 - 027								
Account Number	Nature of Expenditure	FA 2017	AB 2018	FA Budget	Budget		Past Expenditures	
		Pos.	Pos.	Amount	2017	2016	2016	2015
Position Salaries								
CNC-0-1-000-00-00000000	TEACHER - GUIDANCE	0.38	0.00		82,735			
Total - Position Salaries		0.38	0.00		82,735			
Position Benefits								
CNC-2-0-000-00-00000000	EMPLOYEE BENEFITS - DIST WIDE	0.30	0.00		8,195			
Total - Position Benefits		0.68	0.00		8,195			
Total - 100-CENT SCHOOL COUNSELORS		0.38	0.00		90,930			

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BU066 AMP-SCHOOL LEVEL ART,MUSIC,PE		Milwaukee Public Schools Requested Budget			Requested: 03/08/2017 Budget Version: AB			
NW-New School/Domain Service		For 2018			Time 17:35:04			
110 - 627 - 007								
Account Number	Nature of Expenditure	FA 2017	AB 2018	FA Budget	Budget		Past Expenditures	
		Pos.	Pos.	Amount	2017	2016	2016	2015
Position Salaries								
ART-0-1-000-00-00000000	TEACHER - ART	0.83	0.00		47,456			
MUS-0-1-000-00-00000000	TEACHER - MUSIC	0.70	0.00		35,824			
PE-0-1-000-00-00000000	TEACHER - HEALTH/PE	0.59	0.00		29,020			
Total - Position Salaries		1.59	0.00		112,300			
Position Benefits								
CNC-2-0-000-00-00000000	EMPLOYEE BENEFITS - DIST WIDE	0.30	0.00		42,575			
Total - Position Benefits		0.60	0.00		42,575			
Purchased Services								
Total - Purchased Services		0.60	0.00					
Supplies/Supply Backorders								
ART-0-1-000-00-00000000	SUPPLIES-CURRICULUM - ART	0.00	0.00		1,751			
Total - Supplies/Supply Backorders		0.00	0.00		1,751			
Total - AMP-SCHOOL LEVEL ART,MUSIC,PE		1.19	0.00		153,627			

BU605 EEN-SCHOOL SPECIAL EDUCATION		Milwaukee Public Schools Requested Budget For 2018			Requested: 02/08/2017 Budget Version: AB Time 17:35:04				
NW-New School/Comm Service 110 - 600 - 027									
Account Number	Nature of Expenditure	FA		Amount	FA Budget		Past Expenditures		
		2017	2018		2017	2018	2015	2016	
		Pct.	Pct.		2017	2018	2015	2016	
Position Salaries									
SPC-01-1-000-00-0005105	TRAINER - SPED/SLD	0.97	0.00			2,555			
SPC-01-1-000-00-0005105	TRAINER - INSTRUCTION	2.00	0.00			118,640			
SPC-01-1-000-00-0006002	SOCIAL WORKER - SPED/SLD	0.43	0.00			27,832			
PSY-04-1-000-00-0006000	PSYCHOLOGIST - PSYCH SWY	0.23	0.00			11,598			
Total Position Salaries		3.63	0.00			161,625			
Position Benefits									
SPC-01-1-000-00-0006000	UNEMP. COMPENSATION BENEFITS - DIST STDF	0.23	0.00			78,916			
Total Position Benefits		0.23	0.00			78,916			
Total EEN-SCHOOL SPECIAL EDUCATION		3.86	0.00			240,541			

BU605 OFC-SCHOOL OFFICE STAFF		Milwaukee Public Schools Requested Budget For 2018			Requested: 02/08/2017 Budget Version: AB Time 17:35:04				
NW-New School/Comm Service 110 - 602 - 027									
Account Number	Nature of Expenditure	FA		Amount	FA Budget		Past Expenditures		
		2017	2018		2017	2018	2015	2016	
		Pct.	Pct.		2017	2018	2015	2016	
Position Salaries									
SAN-01-A-000-00-0013001	SCHOOL SECRETARY 2 GRA 002 - SOL ADMIN	1.00	3.23			26,452			
SAN-01-A-000-00-0013143	TEACHER IN-CHARGE - SOL ADMIN	1.00	3.23			70,583			
Total Position Salaries		2.00	6.46			97,035			
Position Benefits									
SPC-01-0-000-00-0006001	UNEMP. EMPLOYER BENEFITS - DIST STDF	0.00	0.00			46,871			
Total Position Benefits		0.00	0.00			46,871			
Total OFC-SCHOOL OFFICE STAFF		2.00	6.46			143,906			

BU605 MMP-EDUCATIONAL MAINTENANCE		Milwaukee Public Schools Requested Budget For 2018			Requested: 02/08/2017 Budget Version: AB Time 17:35:04				
NW-New School/Comm Service 110 - 609 - 027									
Account Number	Nature of Expenditure	FA		Amount	FA Budget		Past Expenditures		
		2017	2018		2017	2018	2015	2016	
		Pct.	Pct.		2017	2018	2015	2016	
Purchased Services									
SPC-01-0-000-00-0003000	MAINTENANCE CONTRACTS - EQUIPMENT	0.00	0.00			3,012			
Total Purchased Services		0.00	0.00			3,012			
Total MMP-EDUCATIONAL MAINTENANCE		0.00	0.00			3,012			

DU000
 AtSchool#98000000LS

Milwaukee Public Schools
 Requested Budget

Requested: 02/09/2017
 Budget Version: AB

NW-New School/Drama Service

For 2018

Time 17:35:04

110 - 893 - 027

Account Number	Nature of Expenditure	FA		FA Budget	Fest Expenditures	
		2017	2018		2017	2018
		Fax	Fax	Amount	2017	2018
Position Salaries						
ART-01-A-LS-00-037C1105	TEACHER - ART	0.20	3.33		11,334	
ENG-01-A-LS-00-037C1105	TEACHER - ENGLISH	1.50	3.33		88,080	
MTH-01-A-LS-00-037C1105	TEACHER - MATH	2.40	3.33		142,704	
SC4-01-A-LS-00-037C1105	TEACHER - SCIENCE	2.50	3.33		156,100	
SSC-01-A-LS-00-037C1105	TEACHER - SOCIAL SC	1.50	3.33		88,980	
SPP-01-A-LS-00-039C0210	SOCIAL WORKER - SOCI WORK	0.60	0.00		41,748	
SPP-01-A-LS-00-039C0209	SOCIAL WORKER - GEN SCH	2.20	0.00		12,768	
Total Position Salaries		10.20	0.00		539,644	
Position Benefits						
ENC-01-A-LS-00-039C0210	PROFF. EMPLOYEE BENEFITS - DIST WOOD	0.00	0.00		200,300	
Total Position Benefits		0.00	0.00		200,300	
Other Wages						
GEN-01-A-LS-00-039C0210	OVERTIME - GEN SCH AD	0.00	0.00		500	
GEN-01-A-LS-00-039C0210	ELECTICAL SUBSTITUTION - SCH ADMIN	0.00	0.00		1,000	
GEN-01-A-LS-00-039C0210	PT CERTIFICATES - GEN SCH	0.00	0.00		5,466	
GEN-01-A-LS-00-039C0210	PT CERTIFICATES - ED GEN AD	0.00	0.00		5,500	
GEN-01-A-LS-00-039C0210	SUBSTITUTE TEACHER - GEN SCH	0.00	0.00		3,400	
GEN-01-A-LS-00-039C0210	EXTRA HR-OTHER ACTIVITIES - DIST WOOD	0.00	0.00		1,000	
Total Other Wages		0.00	0.00		24,906	
Other Benefits						
ENC-01-A-LS-00-039C0210	BENEFITS-OTHER UNDES - DIST WOOD	0.00	0.00		2,121	
Total Other Benefits		0.00	0.00		2,121	
Purchased Services						
GEN-01-A-LS-00-039C0210	TAN ALLOWANCE, LOCAL - GEN SCH	0.00	0.00		1,000	
GEN-01-A-LS-00-039C0210	CLEANING SERVICES - GEN SCH	0.00	0.00		300	
GEN-01-A-LS-00-039C0210	CONTRACT SERVICES - GEN SCH	0.00	0.00		32,637	
GEN-01-A-LS-00-039C0210	INSTR. TRANSPORTATION - GEN SCH	0.00	0.00		535	
GEN-01-A-LS-00-039C0210	TUTORING - GEN SCH	0.00	0.00		1,400	
GEN-01-A-LS-00-039C0210	OPTIONAL SERVICES - GEN SCH	0.00	0.00		62,888	
GEN-01-A-LS-00-039C0210	OPTIONAL SSC-EMPLOYEES - GEN SCH	0.00	0.00		623	
GEN-01-A-LS-00-039C0210	OPTIONAL SVC EMP EMPLOY - GEN SCH	0.00	0.00		1,100	
GEN-01-A-LS-00-039C0210	OPTIONAL SVC TRANSPORTATION - GEN SCH	0.00	0.00		107,630	
GEN-01-A-LS-00-039C0210	COURSE/UNIT SERVICES - STATE GEN	0.00	0.00		100	
GEN-01-A-LS-00-039C0210	TRAVEL - OUT OF TOWN - STAFF DEV	0.00	0.00		100	
GEN-01-A-LS-00-039C0210	DEVELOPING/RETRAINING - SCH ADMIN	0.00	0.00		2,000	
GEN-01-A-LS-00-039C0210	POSTAGE - SCH ADMIN	0.00	0.00		2,000	
GEN-01-A-LS-00-039C0210	PAID/UNPAID CONTRACTS - EQUIPMENT	0.00	0.00		1,100	
Total Purchased Services		0.00	0.00		107,630	

Supplies/Supplies Backorders							
000-0-0-ALS-06-1400000	PROGRAMS-MATERIALS/SG SUPPL - GEN SCH	0.00	0.00		1,000		
000-0-0-ALS-06-0500000	SUPPLIES-CONSUMABLE - GEN SCH	0.00	0.00		12,784		
000-0-0-ALS-06-0700000	SUPPLIES-CONSUMABLE - REG SUPP TECH	0.00	0.00		100		
000-0-0-ALS-06-0200000	SUPPLIES-CONSUMABLE - STAFF TRN	0.00	0.00		1,000		
500-0-0-ALS-06-0500000	SUPPLIES-CONSUMABLE - SCH ADMIN	0.00	0.00		100		
000-0-0-ALS-06-0200000	SUPPLIES-CONSUMABLE - BUILDINGS	0.00	0.00		1,000		
000-0-0-ALS-06-0200000	NON-CAPITAL EQUIPMENT - GEN SCH	0.00	0.00		15,400		
400-0-0-ALS-06-0200000	EQUIPMENT - GEN SCH	0.00	0.00		100		
500-0-0-ALS-06-0200000	NON-TEXT BOOKS - LIBRARY	0.00	0.00		1,000		
000-0-0-ALS-06-0200000	MAGAZINES & NEWSPAPERS - GEN SCH	0.00	0.00		200		
000-0-0-ALS-06-0200000	SOFTWARE-PROGRAMS - GEN SCH	0.00	0.00		1,000		
Total	Supplies/Supplies Backorders	0.00	0.00		59,984		
Capital Exports							
000-0-0-ALS-06-0400000	FUND MODIFICATIONS, BLDG - REG POSIT	0.00	0.00		12,240		

Budget Worksheet

DUGGS ALS-ALT SCHOOLS		Milwaukee Public Schools Requested Budget			Requested: 02/03/2017 Budget Version: AB			
NW New School/Custom Service		For: 2018			Time: 17:35:04			
110 - 005 - 027								
Account Number	Nature of Expenditure	FA	AD	FA		Est		
		2017	2018	Budget	Expenditures			
		Pos.	Pos.	Amount	2017	2018	2016	2015
Total	Capital Exports	0.00	0.00		12,240			
Other Objects								
000-0-0-ALS-06-0200000	CARRYOVER-SURPLUS - GEN SCH	0.00	0.00		(1,000)			
Total	Other Objects	0.00	0.00		(1,000)			
Total	ALS-ALT SCHOOLS	10.00	0.00		1,000,017			

		FY19				
<u>Position Salaries</u>						
<u>ART-H-I-ALS-NW-EST</u> <u>C5105</u>	<u>TEACHER - ART</u>		<u>0</u>			
<u>ENG-H-I-ALS-NW-EST</u> <u>C5105</u>	<u>TEACHER - ENGLISH</u>	<u>1.0</u>	<u>60,570</u>			
<u>MTH-H-I-ALS-NW-EST</u> <u>C5105</u>	<u>TEACHER - MATH</u>	<u>0.6</u>	<u>36,342</u>			
<u>SCN-H-I-ALS-NW-EST</u> <u>C5105</u>	<u>TEACHER - SCIENCE</u>	<u>1.0</u>	<u>60,570</u>			
<u>SSC-H-I-ALS-NW-ESTC</u> <u>5105</u>	<u>TEACHER - SOCIAL SC</u>	<u>1.0</u>	<u>60,570</u>			
	<u>TEACHER</u>		<u>0</u>			
	<u>TEACHER</u>		<u>0</u>			
<u>SSW-H-S-ALS-NW-ESS</u> <u>W6018</u>	<u>SOCIAL WORKER - SOCI WORK</u>	<u>0</u>	<u>0</u>			
<u>GEN-H-I-ALS-NW-ESE</u> <u>A5706</u>	<u>PARA EDUC ASST - GEN SCH</u>	<u>0.75</u>	<u>45,428</u>			
<u>Total</u>	<u>Position Salaries</u>	<u>4.35</u>	<u>263,480</u>			
<u>Position Benefits</u>						
<u>DWC-0-0-ALS-NW-EE</u> <u>BN0000</u>	<u>UNDIFF. EMPLOYEE BENEFITS</u> <u>- DIST WIDE</u>	<u>0</u>	<u>132,267</u>			
<u>Total</u>	<u>Position Benefits</u>	<u>0</u>	<u>132,267</u>			
<u>Other Wages</u>						
<u>OGA-0-A-ALS-NW-EW</u> <u>OT0000</u>	<u>OVERTIME - OTH GN AD</u>	<u>0</u>	<u>500</u>			
<u>SAM-0-A-ALS-NW-E</u> <u>WSC0000</u>	<u>CLERICAL SUBSTITUTE - SCH</u> <u>ADMIN</u>	<u>0</u>	<u>500</u>			
<u>GEN-H-I-ALS-NW-EW</u> <u>PT0000</u>	<u>PT CERTIFICATED - GEN SCH</u>	<u>0</u>	<u>0</u>			
<u>EXC-0-S-ALS-NW-EW</u> <u>PT0000</u>	<u>PT CERTIFICATED - CO-CUR AC</u>	<u>0</u>	<u>0</u>			
<u>GEN-0-I-ALS-NW-EW</u> <u>ST5300</u>	<u>SUBSTITUTE TEACHER - GEN</u> <u>SCH</u>	<u>0</u>	<u>1,000</u>			
<u>BLD-0-A-ALS-NW-EW</u> <u>XM0000</u>	<u>EXTRA HRS-MISC. ACTIVITIES -</u> <u>BUILDINGS</u>	<u>0</u>	<u>500</u>			

<u>Total</u>	<u>Other Wages</u>	<u>0</u>	<u>2,500</u>			
<u>Other Benefits</u>						
<u>DWC-0-0-ALS-NW-EB</u> <u>OW0000</u>	<u>BENEFITS-OTHER WAGES -</u> <u>DIST WIDE</u>	<u>0</u>	<u>1,255</u>			
<u>Total</u>	<u>Other Benefits</u>	<u>0</u>	<u>1,255</u>			
<u>Purchased Services</u>						
<u>GEN-0-A-ALS-NW-EC</u> <u>AR0000</u>	<u>CAR ALLOWANCE, LOCAL -</u> <u>GEN SCH</u>	<u>0</u>	<u>0</u>			
<u>GEN-0-A-ALS-NW-EC</u> <u>NS0000</u>	<u>CONSULTANT SERVICES - GEN</u> <u>SCH</u>	<u>0</u>	<u>0</u>			
<u>GEN-0-A-ALS-NW-EC</u> <u>TS0000</u>	<u>CONTRACT SERVICES - GEN</u> <u>SCH</u>	<u>0</u>	<u>12,000</u>			
<u>GEN-0-I-ALS-NW-EPP</u> <u>T0000</u>	<u>PUPIL TRANSPORTATION -</u> <u>GEN SCH</u>	<u>0</u>	<u>0</u>			
<u>GEN-0-S-ALS-NW-EU</u> <u>WT0000</u>	<u>TUITION - GEN SCH</u>	<u>0</u>	<u>500</u>			
<u>GN6-0-0-ALS-NW-EO</u> <u>SV0000</u>	<u>OPTIONAL SERVICES - GEN</u> <u>SCH</u>	<u>0</u>	<u>14,500</u>	<i>Audit -</i> <i>\$14,500</i>		
<u>GN6-0-0-ALS-NW-EO</u> <u>SVEDUP</u>	<u>OPTIONAL SVC-DUPLICATING</u> <u>- GEN SCH</u>	<u>0</u>	<u>623</u>			
<u>GN6-0-0-ALS-NW-EO</u> <u>SVFEDM</u>	<u>OPTIONAL SVC FMS ED</u> <u>MAINT - GEN SCH</u>	<u>0</u>	<u>1,750</u>			
<u>GN6-0-0-ALS-NW-EO</u> <u>SVTRAN</u>	<u>OPTIONAL SVC</u> <u>TRANSPORTATION - GEN SCH</u>	<u>0</u>	<u>0</u>			
<u>SD1-0-S-ALS-NW-ECN</u> <u>S0000</u>	<u>CONSULTANT SERVICES -</u> <u>STAFF DEV</u>	<u>0</u>	<u>100</u>			
<u>SD1-0-S-ALS-NW-ETR</u> <u>V0000</u>	<u>TRAVEL - OUT OF TOWN -</u> <u>STAFF DEV</u>	<u>0</u>	<u>0</u>			
<u>SAM-0-A-ALS-NW-ED</u> <u>UP0000</u>	<u>DUPLICATING/PRINTING - SCH</u> <u>ADMIN</u>	<u>0</u>	<u>1,000</u>			
<u>SAM-0-A-ALS-NW-EP</u> <u>ST0000</u>	<u>POSTAGE - SCH ADMIN</u>	<u>0</u>	<u>1,000</u>			
<u>EQM-0-A-ALS-NW-E</u> <u>MTC0000</u>	<u>MAINTENANCE CONTRACTS -</u> <u>EQUIPMENT</u>	<u>0</u>	<u>1,500</u>			
<u>Total</u>	<u>Purchased Services</u>	<u>0</u>	<u>32,973</u>			
<u>Supplies/Supply</u> <u>Backorders</u>						

<u>GEN-0-S-ALS-NW-EP</u> <u>MT0000</u>	<u>PREPARED MATERIALS/AV</u> <u>MEDIA - GEN SCH</u>	<u>0</u>	<u>500</u>			
<u>GEN-H-I-ALS-NW-ESU</u> <u>P0000</u>	<u>SUPPLIES-CONSUMABLE -</u> <u>GEN SCH</u>	<u>0</u>	<u>14,014</u>			
<u>DTS-0-S-ALS-NW-ESU</u> <u>P0000</u>	<u>SUPPLIES-CONSUMABLE - PRG</u> <u>SUPP TCHR</u>	<u>0</u>	<u>0</u>			
<u>SD1-0-S-ALS-NW-ESU</u> <u>P0000</u>	<u>SUPPLIES-CONSUMABLE -</u> <u>STAFF DEV</u>	<u>0</u>	<u>0</u>			
<u>SAM-0-A-ALS-NW-ES</u> <u>UP0000</u>	<u>SUPPLIES-CONSUMABLE - SCH</u> <u>ADMIN</u>	<u>0</u>	<u>0</u>			
<u>BLD-0-A-ALS-NW-ESU</u> <u>P0000</u>	<u>SUPPLIES-CONSUMABLE -</u> <u>BUILDINGS</u>	<u>0</u>	<u>1,000</u>			
<u>GEN-0-S-ALS-NW-EN</u> <u>CQ0000</u>	<u>NON-CAPITAL EQUIPMENT -</u> <u>GEN SCH</u>	<u>0</u>	<u>7,200</u>			
<u>GEN-0-I-ALS-NW-ETX</u> <u>B0000</u>	<u>TEXTBOOKS - GEN SCH</u>	<u>0</u>	<u>100</u>			
<u>SLB-H-S-ALS-NW-ENT</u> <u>B0000</u>	<u>NON-TEXT BOOKS - LIBRARY</u>	<u>0</u>	<u>0</u>			
<u>GEN-0-S-ALS-NW-EM</u> <u>AG0000</u>	<u>MAGAZINES & NEWSPAPERS -</u> <u>GEN SCH</u>	<u>0</u>	<u>0</u>			
<u>GEN-0-S-ALS-NW-ES</u> <u>WR0000</u>	<u>SOFTWARE-PROGRAMMED -</u> <u>GEN SCH</u>	<u>0</u>	<u>0</u>			
<u>Total</u>	<u>Supplies/Supply Backorders</u>	<u>0</u>	<u>22,814</u>			
<u>Capital Expenses</u>						
<u>MBM-0-A-ALS-NW-E</u> <u>MMB0000</u>	<u>MINOR MODIFICATIONS,</u> <u>BLDG - MIN MODIF</u>	<u>0</u>				
<u>Total</u>	<u>Capital Expenses</u>	<u>0</u>				
<u>Other Objects</u>						
<u>GN6-0-0-ALS-NW-ECS</u> <u>P0000</u>	<u>CARRYOVER-SURPLUS - GEN</u> <u>SCH</u>	<u>0</u>				
<u>Total</u>	<u>Other Objects</u>	<u>0</u>				
					<u>Amount</u> <u>remainin</u> <u>g to</u> <u>budget:</u>	
<u>Total</u>	<u>ALS-ALT SCHOOLS</u>	<u>4.35</u>	<u>455,288</u>			<u>\$ (0)</u>

		FY20				
<u>Position Salaries</u>						
<u>ART-H-I-ALS-NW-ES</u> <u>TC5105</u>	<u>TEACHER - ART</u>	<u>0</u>	<u>0</u>			
<u>ENG-H-I-ALS-NW-ES</u> <u>TC5105</u>	<u>TEACHER - ENGLISH</u>	<u>1.0</u>	<u>60,570</u>			
<u>MTH-H-I-ALS-NW-E</u> <u>STC5105</u>	<u>TEACHER - MATH</u>	<u>0.5</u>	<u>30,285</u>			
<u>SCN-H-I-ALS-NW-ES</u> <u>TC5105</u>	<u>TEACHER - SCIENCE</u>	<u>2.0</u>	<u>121,140</u>			
<u>SSC-H-I-ALS-NW-ES</u> <u>TC5105</u>	<u>TEACHER - SOCIAL SC</u>	<u>2.0</u>	<u>121,140</u>			
	<u>TEACHER</u>		<u>0</u>			
	<u>TEACHER</u>		<u>0</u>			
<u>SSW-H-S-ALS-NW-E</u> <u>SSW6018</u>	<u>SOCIAL WORKER - SOCI</u> <u>WORK</u>	<u>0</u>	<u>0</u>			
<u>GEN-H-I-ALS-NW-ES</u> <u>EA5706</u>	<u>PARA EDUC ASST - GEN SCH</u>	<u>0.75</u>	<u>45,428</u>			
<u>Total</u>	<u>Position Salaries</u>	<u>6.25</u>	<u>378,563</u>			
<u>Position Benefits</u>						
<u>DWC-0-0-ALS-NW-E</u> <u>EBN0000</u>	<u>UNDIFF. EMPLOYEE</u> <u>BENEFITS - DIST WIDE</u>	<u>0</u>	<u>190,038</u>			
<u>Total</u>	<u>Position Benefits</u>	<u>0</u>	<u>190,038</u>			
<u>Other Wages</u>						
<u>OGA-0-A-ALS-NW-E</u> <u>WOT0000</u>	<u>OVERTIME - OTH GN AD</u>	<u>0</u>	<u>750</u>			
<u>SAM-0-A-ALS-NW-E</u> <u>WSC0000</u>	<u>CLERICAL SUBSTITUTE - SCH</u> <u>ADMIN</u>	<u>0</u>	<u>750</u>			
<u>GEN-H-I-ALS-NW-E</u> <u>WPT0000</u>	<u>PT CERTIFICATED - GEN SCH</u>	<u>0</u>	<u>0</u>			
<u>EXC-0-S-ALS-NW-E</u> <u>WPT0000</u>	<u>PT CERTIFICATED - CO-CUR</u> <u>AC</u>	<u>0</u>	<u>0</u>			
<u>GEN-0-I-ALS-NW-E</u> <u>WST5300</u>	<u>SUBSTITUTE TEACHER - GEN</u> <u>SCH</u>	<u>0</u>	<u>1,400</u>			
<u>BLD-0-A-ALS-NW-E</u> <u>WXM0000</u>	<u>EXTRA HRS-MISC. ACTIVITIES</u> <u>- BUILDINGS</u>	<u>0</u>	<u>725</u>			
<u>Total</u>	<u>Other Wages</u>	<u>0</u>	<u>3,625</u>			

<u>Other Benefits</u>						
<u>DWC-0-0-ALS-NW-E</u> <u>BOW0000</u>	<u>BENEFITS-OTHER WAGES -</u> <u>DIST WIDE</u>	<u>0</u>	<u>1,820</u>			
<u>Total</u>	<u>Other Benefits</u>	<u>0</u>	<u>1,820</u>			
<u>Purchased Services</u>						
<u>GEN-0-A-ALS-NW-E</u> <u>CAR0000</u>	<u>CAR ALLOWANCE, LOCAL -</u> <u>GEN SCH</u>	<u>0</u>	<u>0</u>			
<u>GEN-0-A-ALS-NW-E</u> <u>CNS0000</u>	<u>CONSULTANT SERVICES -</u> <u>GEN SCH</u>	<u>0</u>	<u>0</u>			
<u>GEN-0-A-ALS-NW-E</u> <u>CTS0000</u>	<u>CONTRACT SERVICES - GEN</u> <u>SCH</u>	<u>0</u>	<u>18,000</u>			
<u>GEN-0-I-ALS-NW-EP</u> <u>PT0000</u>	<u>PUPIL TRANSPORTATION -</u> <u>GEN SCH</u>	<u>0</u>	<u>0</u>			
<u>GEN-0-S-ALS-NW-E</u> <u>UWT0000</u>	<u>TUITION - GEN SCH</u>	<u>0</u>	<u>500</u>			
<u>GN6-0-0-ALS-NW-E</u> <u>OSV0000</u>	<u>OPTIONAL SERVICES - GEN</u> <u>SCH</u>	<u>0</u>	<u>14,500</u>			
<u>GN6-0-0-ALS-NW-E</u> <u>OSVEDUP</u>	<u>OPTIONAL</u> <u>SVC-DUPLICATING - GEN</u> <u>SCH</u>	<u>0</u>	<u>623</u>			
<u>GN6-0-0-ALS-NW-E</u> <u>OSVFEDM</u>	<u>OPTIONAL SVC FMS ED</u> <u>MAINT - GEN SCH</u>	<u>0</u>	<u>2,625</u>			
<u>GN6-0-0-ALS-NW-E</u> <u>OSVTRAN</u>	<u>OPTIONAL SVC</u> <u>TRANSPORTATION - GEN</u> <u>SCH</u>	<u>0</u>	<u>0</u>			
<u>SD1-0-S-ALS-NW-EC</u> <u>NS0000</u>	<u>CONSULTANT SERVICES -</u> <u>STAFF DEV</u>	<u>0</u>	<u>150</u>			
<u>SD1-0-S-ALS-NW-ET</u> <u>RV0000</u>	<u>TRAVEL - OUT OF TOWN -</u> <u>STAFF DEV</u>	<u>0</u>	<u>0</u>			
<u>SAM-0-A-ALS-NW-E</u> <u>DUP0000</u>	<u>DUPLICATING/PRINTING -</u> <u>SCH ADMIN</u>	<u>0</u>	<u>1,500</u>			
<u>SAM-0-A-ALS-NW-E</u> <u>PST0000</u>	<u>POSTAGE - SCH ADMIN</u>	<u>0</u>	<u>1,500</u>			
<u>EQM-0-A-ALS-NW-E</u> <u>MTC0000</u>	<u>MAINTENANCE CONTRACTS</u> <u>- EQUIPMENT</u>	<u>0</u>	<u>2,225</u>			
<u>Total</u>	<u>Purchased Services</u>	<u>0</u>	<u>41,623</u>			
<u>Supplies/Supply</u> <u>Backorders</u>						

<u>GEN-0-S-ALS-NW-E</u> <u>PMT0000</u>	<u>PREPARED MATERIALS/AV</u> <u>MEDIA - GEN SCH</u>	<u>0</u>	<u>725</u>			
<u>GEN-H-I-ALS-NW-ES</u> <u>UP0000</u>	<u>SUPPLIES-CONSUMABLE -</u> <u>GEN SCH</u>	<u>0</u>	<u>24,094</u>			
<u>DTS-0-S-ALS-NW-ES</u> <u>UP0000</u>	<u>SUPPLIES-CONSUMABLE -</u> <u>PRG SUPP TCHR</u>	<u>0</u>	<u>0</u>			
<u>SD1-0-S-ALS-NW-ES</u> <u>UP0000</u>	<u>SUPPLIES-CONSUMABLE -</u> <u>STAFF DEV</u>	<u>0</u>	<u>0</u>			
<u>SAM-0-A-ALS-NW-E</u> <u>SUP0000</u>	<u>SUPPLIES-CONSUMABLE -</u> <u>SCH ADMIN</u>	<u>0</u>	<u>0</u>			
<u>BLD-0-A-ALS-NW-E</u> <u>SUP0000</u>	<u>SUPPLIES-CONSUMABLE -</u> <u>BUILDINGS</u>	<u>0</u>	<u>1,500</u>			
<u>GEN-0-S-ALS-NW-E</u> <u>NCQ0000</u>	<u>NON-CAPITAL EQUIPMENT -</u> <u>GEN SCH</u>	<u>0</u>	<u>10,800</u>			
<u>GEN-0-I-ALS-NW-ET</u> <u>XB0000</u>	<u>TEXTBOOKS - GEN SCH</u>	<u>0</u>	<u>150</u>			
<u>SLB-H-S-ALS-NW-E</u> <u>NTB0000</u>	<u>NON-TEXT BOOKS - LIBRARY</u>	<u>0</u>	<u>0</u>			
<u>GEN-0-S-ALS-NW-E</u> <u>MAG0000</u>	<u>MAGAZINES & NEWSPAPERS</u> <u>- GEN SCH</u>	<u>0</u>	<u>0</u>			
<u>GEN-0-S-ALS-NW-E</u> <u>SWR0000</u>	<u>SOFTWARE-PROGRAMMED -</u> <u>GEN SCH</u>	<u>0</u>	<u>0</u>			
<u>Total</u>	<u>Supplies/Supply Backorders</u>	<u>0</u>	<u>37,269</u>			
<u>Capital Expenses</u>						
<u>MBM-0-A-ALS-NW-</u> <u>EMMB0000</u>	<u>MINOR MODIFICATIONS,</u> <u>BLDG - MIN MODIF</u>	<u>0</u>				
<u>Total</u>	<u>Capital Expenses</u>	<u>0</u>				
<u>Other Objects</u>						
<u>GN6-0-0-ALS-NW-E</u> <u>CSP0000</u>	<u>CARRYOVER-SURPLUS - GEN</u> <u>SCH</u>	<u>0</u>				
<u>Total</u>	<u>Other Objects</u>	<u>0</u>				
					<u>Amount</u> <u>remaining</u> <u>to budget:</u>	
<u>Total</u>	<u>ALS-ALT SCHOOLS</u>	<u>6.25</u>	<u>652,938</u>			<u>\$ 0</u>

		FY21 - FY23					
Position Salaries							
<u>ART-H-I-ALS-NW-ES</u> <u>TC5105</u>	<u>TEACHER - ART</u>	<u>0.2</u>	<u>12,114</u>				
<u>ENG-H-I-ALS-NW-ES</u> <u>TC5105</u>	<u>TEACHER - ENGLISH</u>	<u>2.0</u>	<u>121,140</u>				
<u>MTH-H-I-ALS-NW-ES</u> <u>TC5105</u>	<u>TEACHER - MATH</u>	<u>1.3</u>	<u>78,741</u>				
<u>SCN-H-I-ALS-NW-ES</u> <u>TC5105</u>	<u>TEACHER - SCIENCE</u>	<u>2.0</u>	<u>121,140</u>				
<u>SSC-H-I-ALS-NW-EST</u> <u>C5105</u>	<u>TEACHER - SOCIAL SC</u>	<u>2.0</u>	<u>121,140</u>				
	<u>TEACHER</u>		<u>0</u>				
	<u>TEACHER</u>		<u>0</u>				
<u>SSW-H-S-ALS-NW-E</u> <u>SSW6018</u>	<u>SOCIAL WORKER - SOCI</u> <u>WORK</u>	<u>0</u>	<u>0</u>				
<u>GEN-H-I-ALS-NW-ES</u> <u>EA5706</u>	<u>PARA EDUC ASST - GEN SCH</u>	<u>0.75</u>	<u>45,428</u>				
Total	Position Salaries	8.25	499,703				
Position Benefits							
<u>DWC-0-0-ALS-NW-E</u> <u>EBN0000</u>	<u>UNDIFF. EMPLOYEE BENEFITS</u> <u>- DIST WIDE</u>	<u>0</u>	<u>250,851</u>				
Total	Position Benefits	0	250,851				
Other Wages							
<u>OGA-0-A-ALS-NW-E</u> <u>WOT0000</u>	<u>OVERTIME - OTH GN AD</u>	<u>0</u>	<u>1000</u>				
<u>SAM-0-A-ALS-NW-E</u> <u>WSC0000</u>	<u>CLERICAL SUBSTITUTE - SCH</u> <u>ADMIN</u>	<u>0</u>	<u>1,000</u>				
<u>GEN-H-I-ALS-NW-E</u> <u>WPT0000</u>	<u>PT CERTIFICATED - GEN SCH</u>	<u>0</u>	<u>0</u>				
<u>EXC-0-S-ALS-NW-E</u> <u>WPT0000</u>	<u>PT CERTIFICATED - CO-CUR</u> <u>AC</u>	<u>0</u>	<u>0</u>				
<u>GEN-0-I-ALS-NW-E</u> <u>WST5300</u>	<u>SUBSTITUTE TEACHER - GEN</u> <u>SCH</u>	<u>0</u>	<u>1,600</u>				
<u>BLD-0-A-ALS-NW-E</u> <u>WXM0000</u>	<u>EXTRA HRS-MISC. ACTIVITIES</u> <u>- BUILDINGS</u>	<u>0</u>	<u>1,000</u>				
Total	Other Wages	0	4,600				

<u>Other Benefits</u>							
<u>DWC-0-0-ALS-NW-E</u>	<u>BENEFITS-OTHER WAGES -</u>						
<u>BOW0000</u>	<u>DIST WIDE</u>	<u>0</u>	<u>2,309</u>				
<u>Total</u>	<u>Other Benefits</u>	<u>0</u>	<u>2,309</u>				
<u>Purchased Services</u>							
<u>GEN-0-A-ALS-NW-E</u>	<u>CAR ALLOWANCE, LOCAL -</u>						
<u>CAR0000</u>	<u>GEN SCH</u>	<u>0</u>	<u>0</u>				
<u>GEN-0-A-ALS-NW-E</u>	<u>CONSULTANT SERVICES -</u>						
<u>CNS0000</u>	<u>GEN SCH</u>	<u>0</u>	<u>0</u>				
<u>GEN-0-A-ALS-NW-E</u>	<u>CONTRACT SERVICES - GEN</u>						
<u>CTS0000</u>	<u>SCH</u>	<u>0</u>	<u>24,000</u>				
<u>GEN-0-I-ALS-NW-EP</u>	<u>PUPIL TRANSPORTATION -</u>						
<u>PT0000</u>	<u>GEN SCH</u>	<u>0</u>	<u>0</u>				
<u>GEN-0-S-ALS-NW-E</u>							
<u>UWT0000</u>	<u>TUITION - GEN SCH</u>	<u>0</u>	<u>1,000</u>				
<u>GN6-0-0-ALS-NW-E</u>	<u>OPTIONAL SERVICES - GEN</u>						
<u>OSV0000</u>	<u>SCH</u>	<u>0</u>	<u>14,500</u>				
<u>GN6-0-0-ALS-NW-E</u>	<u>OPTIONAL SVC-DUPLICATING</u>						
<u>OSVEDUP</u>	<u>- GEN SCH</u>	<u>0</u>	<u>623</u>				
<u>GN6-0-0-ALS-NW-E</u>	<u>OPTIONAL SVC FMS ED</u>						
<u>OSVFEDM</u>	<u>MAINT - GEN SCH</u>	<u>0</u>	<u>3,500</u>				
<u>GN6-0-0-ALS-NW-E</u>	<u>OPTIONAL SVC</u>						
<u>OSVTRAN</u>	<u>TRANSPORTATION - GEN SCH</u>	<u>0</u>	<u>0</u>				
<u>SD1-0-S-ALS-NW-EC</u>	<u>CONSULTANT SERVICES -</u>						
<u>NS0000</u>	<u>STAFF DEV</u>	<u>0</u>	<u>200</u>				
<u>SD1-0-S-ALS-NW-ET</u>	<u>TRAVEL - OUT OF TOWN -</u>						
<u>RV0000</u>	<u>STAFF DEV</u>	<u>0</u>	<u>0</u>				
<u>SAM-0-A-ALS-NW-E</u>	<u>DUPLICATING/PRINTING -</u>						
<u>DUP0000</u>	<u>SCH ADMIN</u>	<u>0</u>	<u>2,000</u>				
<u>SAM-0-A-ALS-NW-E</u>							
<u>PST0000</u>	<u>POSTAGE - SCH ADMIN</u>	<u>0</u>	<u>2,000</u>				
<u>EQM-0-A-ALS-NW-E</u>	<u>MAINTENANCE CONTRACTS -</u>						
<u>MTC0000</u>	<u>EQUIPMENT</u>	<u>0</u>	<u>3,000</u>				
<u>Total</u>	<u>Purchased Services</u>	<u>0</u>	<u>50,823</u>				
<u>Supplies/Supply</u>							
<u>Backorders</u>							
<u>GEN-0-S-ALS-NW-EP</u>	<u>PREPARED MATERIALS/AV</u>						
<u>MT0000</u>	<u>MEDIA - GEN SCH</u>	<u>0</u>	<u>725</u>				

<u>GEN-H-I-ALS-NW-ES</u> <u>UP0000</u>	<u>SUPPLIES-CONSUMABLE -</u> <u>GEN SCH</u>	<u>0</u>	<u>28,628</u>				
<u>DTS-0-S-ALS-NW-ES</u> <u>UP0000</u>	<u>SUPPLIES-CONSUMABLE -</u> <u>PRG SUPP TCHR</u>	<u>0</u>	<u>0</u>				
<u>SD1-0-S-ALS-NW-ES</u> <u>UP0000</u>	<u>SUPPLIES-CONSUMABLE -</u> <u>STAFF DEV</u>	<u>0</u>	<u>0</u>				
<u>SAM-0-A-ALS-NW-E</u> <u>SUP0000</u>	<u>SUPPLIES-CONSUMABLE -</u> <u>SCH ADMIN</u>	<u>0</u>	<u>0</u>				
<u>BLD-0-A-ALS-NW-ES</u> <u>UP0000</u>	<u>SUPPLIES-CONSUMABLE -</u> <u>BUILDINGS</u>	<u>0</u>	<u>2,000</u>				
<u>GEN-0-S-ALS-NW-E</u> <u>NCQ0000</u>	<u>NON-CAPITAL EQUIPMENT -</u> <u>GEN SCH</u>	<u>0</u>	<u>10,800</u>				
<u>GEN-0-I-ALS-NW-ET</u> <u>XB0000</u>	<u>TEXTBOOKS - GEN SCH</u>	<u>0</u>	<u>150</u>				
<u>SLB-H-S-ALS-NW-EN</u> <u>TB0000</u>	<u>NON-TEXT BOOKS - LIBRARY</u>	<u>0</u>	<u>0</u>				
<u>GEN-0-S-ALS-NW-E</u> <u>MAG0000</u>	<u>MAGAZINES & NEWSPAPERS</u> <u>- GEN SCH</u>	<u>0</u>	<u>0</u>				
<u>GEN-0-S-ALS-NW-ES</u> <u>WR0000</u>	<u>SOFTWARE-PROGRAMMED -</u> <u>GEN SCH</u>	<u>0</u>	<u>0</u>				
<u>Total</u>	<u>Supplies/Supply Backorders</u>	<u>0</u>	<u>42,303</u>				
<u>Capital Expenses</u>							
<u>MBM-0-A-ALS-NW-</u> <u>EMMB0000</u>	<u>MINOR MODIFICATIONS,</u> <u>BLDG - MIN MODIF</u>	<u>0</u>					
<u>Total</u>	<u>Capital Expenses</u>	<u>0</u>					
<u>Other Objects</u>							
<u>GN6-0-0-ALS-NW-E</u> <u>CSP0000</u>	<u>CARRYOVER-SURPLUS - GEN</u> <u>SCH</u>	<u>0</u>					
<u>Total</u>	<u>Other Objects</u>	<u>0</u>					
						<u>Amount</u> <u>remainin</u> <u>g to</u> <u>budget:</u>	
<u>Total</u>	<u>ALS-ALT SCHOOLS</u>	<u>8.25</u>	<u>850,588</u>				<u>\$ (0)</u>

Appendix G: Discipline Policy

While NSYE has developed our discipline policies to ensure that we maintain order and safety on campus, we also place a strong emphasis on the MPS goal of creating positive behavioral interventions and supports (PBIS) for students and families. Our PBIS Team is comprised of a variety of staff members. The team is tasked with overseeing the following: data on negative behaviors that occur at school, which is translated into an online system to analyze trends and make data-based decisions about how to shift behaviors; school-wide incentive programs such as “Karma Kards”; staff culture and wellness, and a positive environment; and the implementation of our social-emotional learning curricula.

Additionally, we teach four core values—respect, responsibility, persistence, and empathy. Core values form the basis of our behavioral instruction and management systems. At the beginning of the school year, teachers explicitly teach core values lessons in which they demonstrate what different core values look like in action. NSYE’s system promote/incentivizes the core values, such as providing students with Karma Cards, which can be redeemed at the school store or entered into a prize raffle.

NSYE will provide a comprehensive student handbook that will clearly establish a culture of positive behavior that is desired at NSYE. The handbook will lay out behavior expectations, consequences when expectations are violated, and protocol for parent involvement. The core values of NSYE will provide the basis of our expectations:

- School culture promotes restorative practices,
- Students and teachers engage in mutually respectful conversations.
- Use of profanity and inappropriate language, bullying, and excessive classroom disruptions will be dealt with in a restorative justice manner—after school circles, phone calls home for parent cooperation, and school-based community service.
- Teacher-parent meetings will establish student expectations and offer additional services to parents for building strong, healthy relationships with their children and our staff

In addition to using restorative practices throughout the school culture, New School for Youth Empowerment Charter School will also adopt and abide by the Milwaukee Public Schools Discipline Policy.

Appendix H: Resumes and Vitae for Key Staff

HECTOR R. ROSALES

5246 S 22nd Street
Milwaukee, WI 53221
414-640-5141

EDUCATION	UNIVERSITY OF WISCONSIN-WHITEWATER Bachelor of Science in Education Major: Secondary English Education Minor: Spanish
EMPLOYMENT September 2011 to Present	New School for Community Service, Milwaukee, WI <u>Teacher in Charge</u> Responsibilities: School administrator, implementation of school program and district initiatives, scheduling, budget, programming, professional development, Educator Effectiveness support, assessments, and English instruction
Spring 2002 to Fall 2011	New School for Community Service, Milwaukee, WI <u>Head English Teacher, Advisor, Resource Coordinator, Basketball Coach</u> Responsibilities: Instruct English classes, curriculum development, advising of students, and supervision of resources
Fall 1999 to Fall 2001	University of Wisconsin-Whitewater Tutorial Learning Center, Whitewater, WI <u>Writing Tutor, Spanish Tutor</u> Responsibilities: Tutoring students in writing and Spanish
Summer & Fall 2000	University of Wisconsin-Whitewater Latino Student Programs, Whitewater, WI <u>Student Worker</u> Responsibilities: Office work and implementing programs
Summer 1998, 1999, & 2000	University of Wisconsin-Whitewater Upward Bound Program, Whitewater, WI <u>Tutor/ Counselor</u> Responsibilities: Supervising summer camp
Fall 1998 to May 2000	University of Wisconsin-Whitewater Pre-College Programs, Whitewater, WI <u>Student Coordinator and Student Worker</u> Responsibilities: Organizing and implementing a tutorial center at Kosciuszko Middle School, Saturday Colleges, and office work

RECOGNITIONS Presenter at The American Educational Research Association Conference (2007)
Ebbott Scholarship
Presenter at American Multicultural Student Leadership Conference (March 1999)
American Multicultural Student Leadership Conference First Place Poetry

Scholarship
Presenter National Association of Chicano Chicana Studies Conference
Recognized in NACCS National Newsletter for contributions to NACCS Midwest Conference

TRAININGS Teachscape/Danielson/Frontline Certified

EXTRACURRICULAR Coach
Boys and Girls Basketball

REFERENCES April Swick
Regional Director School Support
swickam@milwaukee.k12.wi.us
414-475-8871

Marty Horning
Former Teacher in Charge
rubiomon@gmail.com
414-467-7503

Norah Zilisch
Teacher
kesslerk9@sbcglobal.net
414-530-5100

Mark A. Zimmerman

7303 Maple Terrace . Wauwatosa, Wisconsin . 53213
Cellular: (414) 745-7107 . zima927@gmail.com

SUMMARY OF SKILLS

- I am a positive, persistent, energetic, enthusiastic, hard-working person who makes a difference.
- **Education and Training**—Knowledgeable of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- **Strategy Planning**—Able to establish clear objectives for all lessons, units, and projects and communicate those objectives.
- **Organizing, Planning, and Prioritizing Work**—Able to develop specific goals and plans to prioritize, organize, and accomplish my work.
- **Critical Thinking/Problem Solving**—Use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems, and able to suggest and carry out viable solutions.

PROFESSIONAL EXPERIENCE

Management/Organization

- Organized and planned regular department meetings, attended English Leader meetings, educational conferences, and teacher training workshops to maintain and improve professional competence. Collaborated with other teachers and administrators in the development, evaluation, and revision of secondary school programs. Conferred with other staff members to plan lessons and discuss individual students' needs and progress. Selected, ordered, issued, stored, and inventoried classroom equipment, materials, and supplies.
- Was responsible for the comfort, safety and well-being of 45 students and 15 adults during a trip from Milwaukee to New York City for a college tour, including visits to Central Park, Times Square at night, and Harlem.
- Monitored student progress in an after-school tutoring program. Tutored, took attendance, distributed snacks, communicated with the site coordinator, attended professional development sessions, and discussed ways to improve the program with administrators.
- Developed, organized, adapted, and facilitated various activities for students participating in a summer recreation program. Duties included supervising children, overseeing other team members, chaperoning field trips, and reporting to the on-site administrator.
- Worked a six-week residential summer program designed to provide area high school students with insight about the college experience, supervision, and English/Language Arts tutoring.

Program Development/Implementation

- Helped plan, adapt, and implement college-level activities for incoming freshmen students during a weekend camp prior to the start of their first semester of school.
- Advised student projects and served as facilitator during their academic and athletic activities throughout the school day and school year. Counseled and communicated with students and parents, assessed student work, and worked with colleagues to continuously improve the project-based curriculum.
- Developed, prepared, organized, and delivered Science Fiction and Journalism curricula within year-round project-based and charter schools.
- Created a school yearbook from scratch, communicated regularly and efficiently with yearbook

company representatives, recruited and maintained a yearbook staff, organized picture days, communicated with staff and students regarding yearbook needs, discussed funding issues with administrators, and fund-raised to keep the costs of the yearbook down.

- Facilitated a youth development program with a character building curriculum, designed to provide positive and healthy answers to the challenges facing boys today and help them become men worthy of respect.
- Collaborated with fellow educators to align the district's English/Language Arts curriculum by drafting, revising, and editing the learning targets and collaboratively designing classroom assessments based on standards (CABS).

Event Coordination/Facilitation

- Responsible for organizing, developing, coordinating, adapting, maintaining, and leading a crew of volunteers to provide assistance for the set up and take down and security of a large, one-day street festival.
- Asked standard questions of and created additional questions for candidates, and conferred with colleagues to create criteria for hiring the best available candidates based on a needs assessment.

Professional Development

- Studied research on successful classroom management practices, reflected on and analyzed my own classroom, and planned and implemented specific strategies to create positive changes in student behavior and achievement in my classroom.
- Learned to recognize students' varying background knowledge, readiness, language, and preferences in learning and interests, and how to react responsively in attempt to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.

EDUCATION

Master of Science / Administrative Leadership (51)

Spring 2004 / University of Wisconsin-Milwaukee

Teaching Certification / English (6-12) / Post Baccalaureate Program (300)

Spring 2000 / University of Wisconsin-Milwaukee

Bachelor of Arts

December 1995 / University of Wisconsin-Milwaukee (English, Mass Communications)

EMPLOYMENT

Fall 2011—Present	New School for Community Service
May 2011—June 2011	Vel Phillips School for the Arts and Technology
Fall 2010—April 15, 2011	Northwest Secondary School
Spring 2008—June 16, 2010	Milwaukee Learning Laboratory & Institute (MLLI)
December 3, 2007—Spring 2008	Long Term Substitute/Genesis High School
November 19-30, 2007	Day To Day Substitute/At Large
Fall 2006—November 16, 2007	Bradley Tech High School
Fall 2001—Summer 2006	Solomon Juneau High School

Fall 2000—Spring 2001

Wisconsin Conservatory of Lifelong Learning

January 1996—Spring 2000

Bay View High School (Paraprofessional)

COMPUTER SKILLS

Proficient in: Microsoft Suite, Infinite Campus, Google (Chrome, Docs, Slides, etc.)

(REFERENCES AND LETTERS OF RECOMMENDATION AVAILABLE UPON REQUEST)

Daniel Soiney

Objective

Teaching Position

Experience

8/2016 – Present	New School For Community Service	Milwaukee WI
1/ 1995 – 6/ 2016	Pulaski High School	Milwaukee WI

- Science Teacher - Physics, Physical Science, Biology, Earth Science
- Department Chair 2004 – 2010
- MTEA Building Representative 2007 – present
- Stage Manager – Restored stage to operational status, oversaw A/V needs in auditorium, purchased/assembled concert-quality PA/projection system, and have maintained the lighting in the auditorium for many years.
- At New School, developed and digitized curricula for 3 courses.

Applicable Experience

Attended Milwaukee School of Engineering 1986-88. Studied Mechanical Engineering.

Applied engineering skills to support a team competing in a professional road racing series.

I have 19 credits in Physics, and am working toward certification in Physics. I am in the process of adding a +15 certification in Physics with UWM.

Was an ESIS trainer district wide during the rollout of ESIS gradebook.

Wrote the original Physical Science curriculum and trained teachers new to Pulaski how to teach it, especially the hands on portion.

Have developed many original experiments and demonstrations over 21 years.

Am a part of the Rethinking Schools initiative, a project involving the Superintendent, Board members, CS staff, the business community, and several foundations.

Have been a tireless advocate for students across the district.

Winner of the Sid Hatch award from the MTEA for my advocacy for students.

Education

1988 - 1994	UW- Milwaukee	Milwaukee, WI
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- BS – Secondary Education. Earth Science Minor/19 credits in Physics.

References

References are available on request.

Traci J Fernandez



Summary

Driven educator that is committed to designing rigorous lessons that align to state standards. Experienced in the counseling of students, ensuring prompt graduation. Adept at analyzing transcripts and equating them to established requirements for effective credit transfer. Excels at engaging lessons that motivate students to become life-long learners.

Highlights

- Licensed to teach Biology, Physical Science, Physics and Chemistry
- Advises students with mapping out academic plan for graduation
- Assists colleagues with implementation of Achieve3000
- Served as a liaison between District and my local school with instruction on Educator Effectiveness and the Danielson Framework for Teaching
- Created a Career Seminar, exposing students to resources to access information about careers and educational opportunities around Milwaukee
- Creates lessons that activate higher order critical thinking skills that challenge students' prior knowledge

Accomplishments

- Chosen to be the School Support Teacher in Fall of 2015, leading professional developments at New School, which involved coaching staff on Disciplinary Literacy and implementation on Educator Effectiveness modules
- Part of the PBIS team, creating incentives for attendance improvement and maintenance, grades and positive behavior
- Consults with New School's designated Think Tank team, devising strategies to improve students' reading and writing skills with research based methods such as annotation and summary formation

Experience

Science Teacher

August 2013 to present

Milwaukee Public Schools-Milwaukee, Wisconsin

I have been a science teacher at the New School for Community Service. I have taught Physical Science, Biology, and Chemistry. In addition, I have served other roles such as advisor and School Support Teacher (SST).

Co-Owner of BMT Systems

June 2016-Present

Customer Service and Marketing

I design advertising and marketing tools for my family's IT company. I find opportunities for networking and create business partnerships with consultants, businesses and non-profits.

Science Teacher

September 2010-February 2011

Milwaukee Public Schools-Milwaukee, Wisconsin

I taught Biology and Chemistry at both James Madison Academic Campus and Bradley Tech High School.

Science Teacher

September 2008-June 2009

Wisconsin Career Academy

I taught middle school science to grades 6-8. In addition, I was co-coordinator of the Milwaukee Regional Science and Engineering Fair. In that position, I sequestered professionals in science to judge science projects from public and private schools all over the Milwaukee metro area. Meanwhile, I orchestrated the set-up of the event as well as making accommodations for the winners of the fair to enter a nation-wide contest.

Analytical Chemist

January 2005-August 2005

Education

Teaching license (Broadfield Science) Teaching license, 2010

Lakeland College-Sheboygan, Wisconsin

UW-Milwaukee-Milwaukee, Wisconsin

August 2005-July 2007

Studied and performed research with doctoral candidates. Researched the role of an adhesion molecule (L-selectin) and its role in the progression of a murine model of lupus. Contributed to results in a published medical journal article. During this experience, I taught a Microbiology discussion and lab section, in addition to a Biological Sciences lab to undergraduate students.

UW Platteville-Platteville, Wisconsin

Bachelor's Degree, Biology

References upon request

William Crandall

Mathematics Instructor



whcii@gmail.com

Education

Post Baccalaureate, Cardinal Stritch University, Milwaukee, Wisconsin, 1999
Major: BA in Mathematics, Wisconsin 27 Secondary School Teacher, 400 Mathematics
Bachelor of Science, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin, 1987
Major: Architecture

Teaching Experience

Milwaukee Public Schools, Milwaukee, Wisconsin - 1990-2015

Mathematics Instructor, MPS, New School for Community service - 2016-2017

- Algebra
- Algebra 2
- Created course and taught computer graphics

Mathematics Instructor, Milwaukee Public Schools, Golda Meir High School - 2015-2018

- Algebra

Mathematics Instructor, Milwaukee Public Schools, Reagan IB High School - 2008-2015

- IB Standard Level Math (Pre-Calculus)
- Geometry
- Algebra 2 and Trigonometry
- Also taught Web and Graphic Design
- International Baccalaureate (IB) MYP Math Training Level 1- Completed in 2009
- Cooperating Teacher for students from Marquette University and UW-Milwaukee
- Cooperating Teacher for Field Students from UW-Whitewater, UW-Milwaukee, Cardinal Stritch

On Leave - Milwaukee Public schools, Milwaukee, Wisconsin - 2003-2007

- On leave for child care

Mathematics Instructor, Milwaukee Public Schools, Madison High School - 1994-2003

- Geometry
- Applied Math
- Honors Geometry
- Statistics
- Advanced Math and Trigonometry
- Algebra
- Developed, implemented, & taught Alternative Education program for at risk students
- Math Portfolio Advisor
- Milwaukee Public Schools Mathematics Proficiency Test Writing and Grading
- Served on Building Committee
- Taught guitar

Mathematics Instructor, Milwaukee Public Schools, Marshall High School - 1990-1994

- Applied Math
- Algebra
- Advanced Math and Trigonometry

PEOPLE Mathematics Instructor - Summer Program 2004

Geometry instructor for a three week enrichment program for urban high school students.
University of Wisconsin - Madison, Madison, Wisconsin.

Summer School Teacher, Wauwatosa School District, Wauwatosa, Wisconsin - 1990
Eight grade remedial math teacher

Substitute Teacher, Wauwatosa School District and Milwaukee Public Schools - 1990

Student Teacher, Mathematics, Riverside University High School, Milwaukee Public Schools,
Milwaukee, Wisconsin - 1989

Design Experience

Graphic Artist

Clients: Museum of Wisconsin Art
Wisconsin Visual Art Lifetime Achievement

Web Designer

Clients: Wisconsin Artists
Milwaukee Art Gallery's

Architectural Designer

Musician

Singer/Songwriter
Multi-instrumentalist

Interests

Graphic Design Drawing Architecture
Painting Music Travel
Outdoor adventuring (Camping, Canoeing, Skiing, Sailing)

References

Michael Roemer

Principal
Reagan IB High School
Milwaukee Public Schools
roemermy@milwaukee.k12.wi.us
414-304-8105

William Luedtke

Assistant Principal
Reagan IB High School
Milwaukee Public Schools
luedtkej@milwaukee.k12.wi.us
414-304-8167

Brent Scott

Math and Computer Instructor
Reagan IB High School
Milwaukee Public Schools
scottbx@milwaukee.k12.wi.us
414-304-8261

Jean Crandall Jacobs

jean.crandalljacobs@gmail.com
jean.crandalljacobs@hotmail.com

Objective

To have a teaching position where I can make a difference in the lives of young adults, through teaching empowerment, and allowing them to become self-advocates for themselves and their community.

Education

University of Wisconsin – Milwaukee – July 2016 -credits towards Alternative Education License

McPherson College – June 2013 / July 2014 - Credits towards maintaining Art license and Special Education license.

Mount Mary College – September 2009- May 2011 Masters of Art in Education. Thesis focus on using art curriculum to improve reading comprehension.

MTEC (Milwaukee Teacher Education Center) Rockford College – August 2006 – March 2007 (Graduate level classes in program for certification in Special Education) License # 801

Cardinal Stritch University – January 2008 – September 2006 – graduate courses in Reading / Learning Disabilities.

University of Wisconsin – Milwaukee – 1996- 2001/ Certification in Art Education – Art Education License # 550

University of Wisconsin – La Crosse - January 1986 Bachelor of Science degree in Recreation-Program Leadership.

Professional Work Experience

Milwaukee Public Schools - 5252 W. Vilet Ave, Milwaukee, WI 53208

The New School for Community Service – 609 N 8th Street, Milwaukee, WI 53233

- August 2009 – present / Special Education and Art Teacher
- Teacher-led school format –Active role in running school with other colleagues. Advisor to special education students / Resource person for internships / Leadership Committee / Building Representative for the MTEA

Madison University High School – 8135 W. Florist Ave, Milwaukee, WI 53218

- August 2006 – June 2009

South Milwaukee School District – 901 S 15th Ave, South Milwaukee, 53172

South Milwaukee High School – January 2006 – August 2006

- Special Education Teacher – School within a School
- Special Education Teacher – Summer school program for students with special education needs

South Milwaukee High School / Middle School Campus – January 2002- January 2006

- Permanent substitute teacher.
- Director of grant funded CLC Program at Lakeview Elementary School – October 2002 – August 2004
- Long-term substitute Art Teacher – September 2001 – January 2002

Other Experiences

Wisconsin Early Autism Project (WEAP) – October 2004 – January 2005

- Line Therapist

Volunteer Experiences

Ultimate Frisbee Tournaments – 1998 - present

Habitat for Humanity

- 2013- 2016 – Battle Creek Michigan
- 2011 – 2012 Milwaukee area – build weeks and weekly extra at build sites

Mentor through South Milwaukee School system – summer 2002

Big Brother/Big Sister program – Milwaukee 1991-1997 / La Crosse, WI 1984 – 1986

References available upon request

Dan Velasquez

Promoting Cultural Awareness Through Art Education

Phone: 414-701-4655 | E-Mail: velasqad@milwaukee.k12.wi.us

Education:

University of Wisconsin-Milwaukee, Milwaukee, WI Dec 2013

Bachelor of Fine Arts in Art Education Cumulative GPA: 3.9

School of the Art Institute of Chicago, Chicago, IL May 2009

Bachelor of Fine Arts in Art Education

Honors/Mentions:

Graduated with High Honors, Nomination for Dean's Honor List (1 of 2 for Art Department), edTPA Pilot Participant (scored 4.8/5)

Certification:

Wisconsin Early Childhood through Adolescence (K-12) in Art, #550 Dec 2013

Teaching Experience:

New School for Community Service (11th-12th), Milwaukee, WI Jan 2014-Present

Teaching Activities

- Team-taught and engaged students in the study of film through a contemporary lens.
- Frequent collaboration with fellow educators to create and implement positive, classroom guidelines
- Encouraged life-building skill through research-based assignments.

Transformation Learning Community (11th-12th), Milwaukee, WI Jan 2014-Sept 2015

Teaching Activities

- Collaborated with students to create public art for the Lakefront Festival of the Arts
- Applied contemporary, practicing-artists throughout instructional activities.
- Implemented the use of personal, visual journals to artistically engage students outside of school hours.

Grantosa Elementary School (K-8th), Milwaukee, WI Jan 2014-June 2014

Teaching Activities

- Adapted lesson plans to engage and challenge students with special needs
- Created a successful, school-wide community project that promoted student-centered learning.
- Strengthened student understanding of art practices and history through instruction and art making.

Student Teaching/Fieldwork:

Student Teacher

Wauwatosa East H.S. (9th-12th), Wauwatosa, WI Nov-Jan 2014

Teaching Activities

- Selected work to be exhibited in the Milwaukee Art Museum through the Scolastic Art program.
- Contributed to the development of the Art Foundations final.

H.W. Longfellow Public School (K-8th), Milwaukee, WI Aug-Nov 2013

Teaching Activities

- Developed lessons relevant to the diverse interests of students in an urban environment.
- Designed and implemented school-wide displays for student work.

Fieldwork

IDEAL Charter School (6th-8th), Milwaukee, WI

Spring 2013

- Team-taught quarter long curriculum exploring contemporary printmaking practices.

La Escuela Fratney (K-5th), Milwaukee, WI

Fall 2012

- Developed and taught a student centered lesson incorporating group skill building exercises.

Personal Skills:

Metalsmithing, Sculpture, Ceramics, Printmaking, Photoshop, Illustrator, GarageBand, iMovie, Wacom bamboo tablet software, Mac OS 10, Fitness Training

Community-Based Experience:

- A.W.E., Inc. as a truck studio lead, enriching neighborhood children's lives through the arts
- Lincoln School of the Arts as a teacher's assistant, providing painting lessons.
- St. Rose Elementary School as an after-school program coordinator.
- Coach for Special Olympics AMF Bowling league

References:

Diane Johnson-Art Educator

H.F. Longfellow Public School

1021 S. 21st St. Milwaukee, WI 53204

414.902.9800

Emmanuel Godoy-Elementary Educator

La Escuela Fratney

3255 N. Fratney St. Milwaukee, WI 53212

414.267.1100

Rina Kundu-Assistant Professor

University of Wisconsin-Milwaukee Peck School of the Arts

2400 E. Kenwood Blvd. Milwaukee, WI 53211

414.229.4200

Frankie Flood-Assistant Professor

University of Wisconsin-Milwaukee Peck School of the Arts

2400 E. Kenwood Blvd. Milwaukee, WI 53211

414.229.6127

Tech grad?

Monique Adams

1110759-4157
Milwaukee, WI 53218
Email: Adamsm58@yahoo.com

Objective

To obtain an educational position that highlights my skills as a leader while advocating for youth and family development within the community.

EDUCATION

Alverno College,
Milwaukee, WI, B.A: Community Leadership and Development, Alverno College: May 2014

Relevant Work History

Craftsman Restoration Guild LLC

2011 to Present

Office Manager: Milwaukee, WI

- Answers telephone and screens/directs telephone calls in a professional manner.
- Prepares correspondence, proposals, and invoices in an efficient manner.
- Develops and maintains QuickBooks system.
- Processes incoming mail
- Manage the recruitment, screening, training, and orientation of new staff.
- Prepares and processes payroll to include updating records as needed.
- Maintains files in an organized and accessible manner to include updating information along with filing correspondence and other related information in a timely manner.
- Maintains organizational insurance to include property, fire, state unemployment, and workers compensation.
- Operates standard office equipment including telephone, computer/printer, calculator, fax machine, photocopy machine.
- Meets with auditors to discuss company files to include financial, payables, and employees

Internship

Multicultural Entrepreneurial Institute: Milwaukee, WI

2011- 2012

Office Assistant

- Carried out a one-year internship in which daily office management operations where the focus. Acquired skills include office management, HR Management, and QuickBooks.

Additional Work History

2007 – 2012 School Bus Driver: Lakeside Bus Company
2007 – 2005 Child Care Provider: YMCA
2002 – 2015 Walnut Way: Volunteer

AFFILIATION

Windows XP, Ms Office, Ms Excel, PowerPoint, Photo Shop, and Ms Outlook, QuickBooks

References Furnished Upon Request

David Cusma



Wisconsin DPI Licenses

Chemistry 610, grades 9-12

Mathematics 400, grades 7-12

- ✕ Physics 625, grades 9-12, complete by June 2012
- ✕ Broad Field Science 601, grades 9-12, complete by June 2012
- Alternative Education 952, grades 9-12, complete by May 2012

- I am currently enrolled in a science licensure add-on program through the EXCEL Center at UW-Oshkosh to add licenses in Physics and Broad Field Science. All coursework except a 1 credit (20 hour practicum) has been completed. The practicum will be completed by May 2012. I am also completing coursework for an Alternative Education license through UW-Milwaukee. Those courses will also be completed by May 2012.

Educational Background

Bachelor of Science-Education, UW-Madison, 1978-1983

Extensive Graduate Credits, including:

33 credits in Computer Applications, Lesley College, 1987-1989

36 credits in Mathematics, Marquette University, 1994-1999

Teaching Background

1982 to 1985-Eagle School of Madison, K-8 Math/Computer/Gifted,

1985 to present- Milwaukee Public Schools

Last Two MPS Assignments:

1998 to 2007- Riverside University High School, Mathematics

2007 to 2011- New School for Community Service, Science

- Currently completing a one-year MPS sabbatical.

Additional School Activities

Chess Coach, 6 years

Debate Coach, 1 year, team placed at WDCA State tournament

PEOPLE Program Math Teacher, (UW-Madison Pre-College Summer Program), 4 years, 2003-2006

Core-Plus Math Teacher Leadership Training (University of Iowa), 4 summers, 2000-2003

Teacher/Chaperon, Discovery World/Dennis Sullivan Caribbean Science Expedition, April 2007

LEGO Robotics Training and Teaching, 2010-2011

Building Committee, 3 years

MTEA Alternate Representative, 5 years

ACT Test Building Coordinator, 3 years

Personal Interests

Musician/manager, 9-person band that played over 100 concerts in 40 cities, 20 states and 12 countries, 2009-2011.

Maintain rustic cabin near Horicon Marsh for photography and camping, 1997-2012.

Trevor Hein

Career Objectives

I want to better my community and myself through a continued pursuit of knowledge.

Education

- | | |
|--------------|--|
| 2003-2007 | Muskego High School
-Cumulative GPA of 3.3 |
| 2007-Present | University of Wisconsin- Milwaukee
-Secondary Education Major with a focus in broad field social studies
-Cumulative GPA of 3.345 |

Teaching Experience

- | | |
|------------------------|--|
| Fall 2011 | Field Placement
-South Milwaukee Middle School
-7 th grade world history
-Co-operating teacher: Thomas Blair |
| Spring 2012 | Field Placement
-Hamilton High School
-9 th grade world history
-11 th grade US history
-Co-operating teachers: Craig Parkinson and Joanne Hepp |
| September 2012-Present | Social Studies / Multimedia Teacher
-Wisconsin Conservatory of Life Long Learning
-Civics
-Latin American Studies
-Introduction to Computers |

Licenses

- | | |
|-----|----------------------------|
| 701 | Broad Field Social Studies |
| 725 | History |
| 735 | Political Science |
| 745 | Sociology |

NORAH ZILISCH

						314.545.8533						
						n.zilisch@milwaukee.k12.wi.us						
						314.545.8533						
						ziliscna@milwaukee.k12.wi.us						

Education: **Master Degree –Curriculum and Instruction with a minor in Controversial Studies,**
Date May 2010
Mount Mary College, Milwaukee, WI

Certification for Wisconsin DPI License in Secondary Education, 1725 History, 1300 English
May 1985.
Lawrence University, Appleton, WI

Bachelor of Arts in English and History,
December 1985.
Ripon College, Ripon, WI

Employment: MILWAUKEE PUBLIC SCHOOLS

- New School for Community Service, Milwaukee WI**
August 2002-present
- US History Teacher
 - Transportation
 - Advisor
 - Think Tank
 - Internship Coordinator
 - Interview Team
 - IC Programmer
 - Teacher Trainer
 - Enrollment Coordinator
- MPS Marshall High School, Milwaukee, WI**
August 1994 to July 2002
- US History Teacher
 - Interview Team
 - Stage Crew
- Edison Middle School, Milwaukee, WI**
August 1988 – July 1994
- US History Teacher
 - Homeroom Teacher
 - Reading Teacher

LOS ANGELES UNIFIED SCHOOL DISTRICT

Brett Harte Preparatory Intermediate School

August 1986 – June 1988

- US History Teacher
- Stage Craft

RAMAH NAVAJO SCHOOL BOARD

Pine Hill High School

August 1985 - June 1986

- US History Teacher
- Native American History Teacher
- Ran Warriors sports' concessions

**Related
Experiences:**

Student Teacher Co-op 1991 - Present

- UWM
- IUE

References:

Available upon request



La Vance E. Nicholson

Objective My objective is to join an outstanding educational learning institution as a teacher of mathematics. I desire to become a team member at an institution that puts students first and where every staff member believes all students can learn. The organization or institute I seek to join should be whole heartedly and purely devoted to the successful educating of today's youths and adults.

Experience 1987–1995 United States Air Force(USAF) CONUS/WORLDWIDE
Air Force Certified Mechanic (CM) / Trainer(Instructor) Heavy Airlift Air Mobility Command (AMC)

- Qualified Aircraft General (APG), Qualified Hydraulics, Qualified Jet Engines and Propulsions Systems (Jets), Qualified Electrical and Environmental Systems (ELEN). Duties: System repairs, Aircraft Ace, Inspections and Training.
- Aircraft ACE: Responsible for assigned aircraft maintenance personal and the upkeep and airworthiness of 8.1 million dollar USAF asset.
- Trainer (Instructor): Responsible for "On the job Training" (OJT) of subordinates and the maintaining of their training records AFTO Form 623.
- Level 5 Assessor: Granted 3 levels their 5 level upon successful completion of their training as documented by AFTO Form 623. Inspected and evaluate the work of others.
- Tactical Fighter Aerospace Maintenance Journey-man Air Training Command (ATC): Flight line mechanic and OJT task trainer for T38A
- Technical Order (T.O) System manager and T.O trainer 509th AMU UK North Atlantic Treaty Organization (NATO): Responsible for maintaining and updating 509th aircraft technical order system and Tactical Fighter Aerospace Maintenance Journey-man 509th AMU UK North Atlantic Treaty Organization (NATO): Flight line mechanic and OJT task trainer for A10 Wart Hog.

1996–Present Milwaukee Public School Milwaukee, WI
**Mathematics, Computer Science, Science, Reading Teacher/
Math Teacher Leader(MTL) / Math Department Chair**

- Parkman/Andrew S Douglas Middle School (MPS) 1996 - 2003
Duties: Math Teacher, Science Teacher, Reading Teacher, Computer Lab Teacher, Math Department Chair, AV Coordinator and Leadership Team member.

-
- Madison University High School, Math (MPS) 2003 – 2006
Duties: Teaching Integrated College Preparatory Mathematics One and Two, Traditional Geometry Night School
Duties: Teaching Algebra I and Integrated Algebra
 - W.E.B DuBois (MPS) 2006 - 2010
Duties: Teaching Geometry, Algebra II, Pre-Calculus and School's Math Teacher Leader (MTL)
 - Kilmer South (MPS) 2010 - 2011
Duties: Math, and Learning Team
 - New School for Community Service (MPS) 2011 – Present
Duties: Teaching Geometry, Algebra II, Math Intervention, Reading Intervention, monitoring math independent study, facilitating credit recovery and Math Department Chair

Education

College and University System of New Jersey	Trenton, NJ
• B.A. Mathematics and Natural Science	1992
Jacksonville University	Jacksonville, FL
• Teacher Certification Grades 4 – 9 math	1995-1996
• Teacher Certification Grades 9 – 12 math	
Lakeland College	Milwaukee, WI
• Teacher Certification Grades 5- 8 All Subject	1996-1997
Cardinal Stritch University	Milwaukee, WI
• MS Computer Science ED	2000-2002
• Teacher Certification 400 6-12 Mathematics	
• Teacher Certification 405 6-12 Computer Science	

**KARIANNE OSOWSKI,
MSW, APSW**



SUMMARY

Service-focused school social worker with a strong commitment to provide care for students and their families. Skilled in linking the home, school and the community to increase academic achievement and meet the needs of students, including homeless, mental health, crisis, and special-needs concerns.

EXPERIENCE

**School Social Worker,
New School for Community Service High School**

Milwaukee, WI — 2014-present

Member of the special education team, support and monitor attendance, crisis intervention, student and family support, community referrals, staff consultation and training, provide Restorative Practice, Mindfulness and Ropes and Challenges experiences to school.

Contributions

- Member of the PBIS Teams
- Member of the Learning Teams
- Homeless Coordinator
- Restorative Practices experience
- Ropes and Challenges Facilitator
- Field Instructor for UWM School Social Work student

**School Social Worker,
Roosevelt Middle School of the Arts**

Milwaukee, WI — 2007-2014

Member of the Individual Education Evaluation team, support and monitor attendance, crisis intervention, student support, staff consultation, and providing Restorative Practice and Ropes and Challenges curriculum.

**School Social Worker,
Milwaukee Public Schools-various schools**

Milwaukee, WI — 2004-2007

Experience working in the High School setting at South Division and Grandview as well as the Middle School population at John Meir and Carson Academy.

**Adoption Social Worker,
Children's Service Society of WI**

Milwaukee, WI — 2001-2004

Case management of children and families in the foster care system. Conducted adoptive home studies, foster care licensing, court documents and professional collaboration.

**In-Home Family Therapist,
Professional Services Group**

Racine, WI — 1999-2000

Provided court ordered in-home family therapy to clients, including 24 hour crisis care and maintained court documentation.

EDUCATION

University of Wisconsin, Milwaukee

Accreditation in School Social Work — 2004

University of Southern Indiana

Master of Social Work — 1997

Bachelor of Social Work — 1995

CERTIFICATION

School Social Work License 7050

WI Department of Public Instruction

Advanced Practice Social Worker

State of Wisconsin

REFERENCES

Available upon request.

Tami S. Perez



OBJECTIVE

To continue my service to Milwaukee Public Schools as a School Counselor and Educator in a small high school

EXPERIENCE

Milwaukee Public Schools, 5225 West Vliet Street Milwaukee, WI 53201 — School Counselor

September 2013 - PRESENT

Worked at Morgandale Elementary, Burbank Elementary and New School for Community Service as a school counselor.

Completed classroom counseling lessons, facilitated one-on-one and small group counseling sessions, started a Middle School Student council at Burbank Elementary, developed profile sheets and individual course schedules for students at New School for Community Service, promoted PBIS activities and Restorative Practices

Milwaukee Public Schools, 5225 West Vliet Street Milwaukee, WI 53201 — Teacher

September 1992 - June 2013

Taught at Cass Street Elementary, Audubon Middle School and Audubon High School

Instructed students in all subject areas for grades 6th through 8th and taught only Algebra and Geometry at the high school. Forensic coach and team member for developing two charter schools at Audubon.

EDUCATION

Concordia University, Mequon, WI — Masters in Counseling

January 2011 - June 2013

Completed coursework for school counseling and completed the mandated 600 hours of practicum at Cooper Elementary, Audubon Middle School and Audubon High School

Alverno College, Milwaukee, WI — Masters in Education Administrative Leadership and Curriculum & Instruction

September 2001 - June 2004

Completed coursework for a dual Masters for Administration Leadership and Curriculum & Instruction along with additional classes in At-Risk education.

University of Wisconsin-Oshkosh, Oshkosh, WI — Bachelors of Science Elementary Education

September 1987 - June 1992

Grades 1 through 8 with a mathematics minor. Worked as a Community Advisor for the Residence Halls from September 1989-June 1991.

LICENSES

T001- Teacher Professional Educator 1001239496 07/01/1992-06/30/2017 1088-Elementary/Middle Level Education Grade 1-Grade 8 1400-Math Grade 1 - Grade 9

T400- Charter School Instructional Staff License 5 year 1400000000 07/01/2012-06/30/2017 1400-Math Early Adolescence-Adolescence

P001- Pupil Services Initial Educator 3001019760 07/01/2013-06/30/2018 7054-School Counselor Early Childhood-Adolescence

SKILLS

Organized
Compassionate
Dedicated
Student-centered

MAXWELL CAMPOS

VALUABLE SKILLS:

*Classroom Management *Building Strong Rapport *Socratic Pedagogy
*Professional *Restorative Justice *Cultural Relevant Curriculum *Google
Classroom

QUALITY EDUCATION:

**University of Wisconsin- Milwaukee
School of Education: BS**

Early Adolescence through Adulthood

Concentrations: Broad Field Social Studies, History, Sociology, & Psychology

PROFESSIONAL EXPERIENCE: Milwaukee, WI

Community High School

High School Teacher

August 2016-Present

- Teaches 3 US History and 2 World Affairs courses grade 9-12
- Participates in on-going planning and development and evaluation of curriculum
- Implements diverse approaches to ensure understanding of course material and overall academic success
- Actively involved as a member of the school's PBIS committee
- Partakes in all staff and department meetings
- Developed the school's first Model-UN club
- Supervises one study hall and assists with before school and after school transportation

New School for Community Service

Milwaukee, WI High School Student Teacher

August 2015-June 2016

- Maintained high classroom expectations and academic rigor
- Implemented state and district content and performance standards
- Identified target areas for instruction and monitors progress of students
- Taught 2 U.S. History and 1 Sociology Class
- Chaperoned multiple off campus trips including, ACLU conference, Model-UN conference, and multiple college tours.
- Helped implement and coach the school's first Model- UN Club

Institute of World Affairs UW-Milwaukee

K-12 Outreach Assistant

Milwaukee, WI

May 2015- August 2015

- Researched and developed global education curriculum
- Assisted in identifying potential guest speakers, films, and resources for seminars
- Developed digital curriculum resources which aided in service learning projects
- Promoted and marketed programs targeted at K-12 community audiences
- Edited international education outreach initiatives and projects

LEADERSHIP
Milwaukee, WI
EXPERIENCE:
August 2015

Global Action Through Engagement (GATE)
Expert Speaker, Small Groups Activity Leader, & Discussion Facilitator

RELEVANT
Milwaukee, WI
EXPERIENCE:
2014- June 2015

Mount Olive Lutheran School
Volunteer Classroom Assistant August

- Assisted 1st grade teacher with classroom management
- Helped grade assignments
- One on one tutoring with underperforming students

REFERENCES: Available Upon Request

Appendix I: Academic and Career Planning Guide



**Course Catalog and
Academic and Career Planning Guide
for the 2017-18 school year**



<http://www5.milwaukee.k12.wi.us/school/newschool/>

609 N 8th Street, 2nd FL

Milwaukee, WI 53221

(414) 298-9390

(414) 298-9395-fax

Time: 7:30 a.m. – 2:45 p.m.

Principal: Hector R Rosales



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Welcome

Dear New School for Community Service families,

Welcome to the New School for Community Service. My name is Hector R Rosales, the Teacher in Charge at New School. New School is a small teacher-led, MPS Specialty High School that servicing grades 11th-12th. Our specialty is Community Service. With an enrollment approximately 155 students, teachers get to know each student by name and discover the strengths and talents of each student. In addition to providing a variety of traditional courses, The New School enhances students learning by providing community-based learning internships, online courses, independent studies, volunteer opportunities/service learning, and college coursework. Please join us New School, “Where the community is our classroom.”

Our program offers:

- A proven educational model: more than 20 years!
- A safe, small school environment
- Small classes and personalized learning
- Online courses and integrated use of technology
- Community-based learning internships
- Earn credits by traditional classes, through community internships, online courses, independent studies, or the Youth Options.

New School students are able to participate in athletics that are offered during the course of the school year. Students participate in boys/girls basketball and girl’s volleyball programs with a partnership with the Boys and Girls Club. In addition to athletics, New School also participates in the Mock Trial competition, in collaboration with Marquette University and UWM, and ROV Robotics.

The school has strong high school model with experienced instructional staff to ensure a quality education and expanded learning opportunities to graduate students who are college and career ready. Please become part of the New School family for the upcoming school year. For more information, please visit our website, www5.milwaukee.k12.wi.us/school/newschool, or call to schedule a visit at 414-298-9390.

Sincerely,

Hector Rosales, Teacher in Charge

Milwaukee Public Schools Mission Statement

Milwaukee Public Schools is a diverse district that welcomes all students, preparing them for success in higher education, post-educational opportunities, work and citizenship.

Milwaukee Public Schools Vision Statement

Milwaukee Public Schools will be among the highest student growth school systems in the country. All district staff will be committed to providing an educational environment that is child-centered, supports achievement and respects diversity. Schools will be safe, welcoming, well-maintained and accessible community centers meeting the needs of all. Relevant, rigorous and successful instructional programs will be recognized and replicated. The district and its schools will collaborate with students, families and community for the benefit of all.

MPS Core Beliefs

1. Students come first.
2. Wherever students are learning is the most important place in the district.
3. Educators and school staffs have high expectations for all students and provide the foundation for their academic success.
4. Leadership, educator development and child-driven data-informed decision making are keys to student achievement.
5. Involved families are integral to increasing student achievement.
6. Student voice is encouraged and respected.
7. Quality community partnerships add value.
8. Increased operational and financial efficiencies are consistently pursued to support learning opportunities for our students.
9. Central Services supports student achievement, efficient and effective operations, and student, family and community engagement.

MPS Goals

Goal 1: Academic Achievement

Goal 2: Student, Family and Community Engagement

Goal 3: Effective and Efficient Operations

School Vision Statement

The New School for Community Service is based on the premise that young people can and will become educated, active members of their community by integrating their high school learning experiences with meaningful participation in social and economic activities which benefit the community. The New School for Community Service will empower students, families, and teachers to work together to create a new model of community education in which young people contribute in a meaningful way to betterment of their community while receiving a quality education. The New School for Community Service will provide non-traditional, but proven, program leading to a public high school diploma and higher education or training for its participants. Students will graduate prepared to continue their education, use advanced technology, and be active members of local, national, and global communities.

MPS HIGH SCHOOL GRADUATION POLICIES

MPS High School Graduation Requirements – for Incoming 9th graders in Fall 2017

<i>MPS Administrative Policy 7.37</i>				
MPS High School Graduation Requirements for the Class of 2021 and beyond				
	MPS Minimum Graduation Requirements	Minimum Graduation Requirements for University of Wisconsin System*	Recommendations for Highly Selective Colleges**	Occupational Course of Study Recommendations
English/ Language Arts	4.0 credits/units	4.0 college-bound credits/units	4.0–5.0 credits/units including AP/IB level [†]	4.0 credits/units
Mathematics	3.0 credits/units courses at or above the Algebra level	3.0 credits/units to include Algebra, Geometry, Algebra 2 with Trigonometry	4.0 credits/units including AP/IB level [†]	3.0 credits/units courses at or above the Algebra level
Science	3.0 credits/units content with laboratory studies in the Life and Physical Sciences	3.0 credits/units	4.0 credits/units to include Biology, Chemistry, Physics including AP/IB level [†]	3.0 credits/units content with laboratory studies in the Life and Physical Sciences
Social Studies	3.0 credits/units 1.0 unit of U.S. History 1.0 unit of World History, World Geography, or World Studies 1.0 unit Citizenship (Gr.9-10) <u>or</u> 0.5 unit American Government (Gr.11–12) and 0.5 unit Economics (Gr.11–12)	3.0 credits/units	4.0 credits/units including AP/IB level [†]	3.0 credits/units 1.0 unit of U.S. History 1.0 unit of World History, World Geography, or World Studies 1.0 unit Citizenship (Gr.9-10) <u>or</u> 0.5 unit American Government (Gr.11–12) and 0.5 unit Economics (Gr.11–12)
World Languages	2.0 credits/units	2.0– credits/units depending on campus	4.0–5.0 credits/units of the same language	Not required
Physical Education	1.5 credits/units [†]	Not required	Not required	1.5 credits/units
Health	0.5 credits/units	Not required	Not required	0.5 credits/units
Fine Arts	1.0 credits/units Art, Music, Dance, or Theater	May count as academic elective	1 or more credits/units recommended	1.0 credits/units Art, Music, Dance, or Theater
Electives or Other	3.0 elective	4.0 elective	Academic electives	6.0 elective credits/units

Requirements**	credits/units A variety of electives are available—often related to the focus of the school	credits/units	recommended	A variety of electives are available—often related to the focus of the school
Career/ Technical	1.0 credit/unit Advanced Placement, Career and Technical Education courses, International Baccalaureate diploma, or Project Lead the Way	Not required	Not required	4.0 credits Career/Technical Education electives recommended
In addition to earning 22 credits/units, all students must successfully participate in one of the following three options:	<ol style="list-style-type: none"> 1. Take an approved Online Course (required or elective). 2. Take a course that includes a Service-Learning experience (required or elective). 3. Complete 20 hours of Community Service approved by a school advisor. 			
Civics Exam	All students in Wisconsin, beginning with the class of 2017, must take the district civics test as one of their graduation requirements.			
TOTAL	22 credits/units	17+ Academic credits/units*	22+ Academic credits/units	22 credits/units
<p>* Requirements may vary; check university admission websites. Students are encouraged to take more than the minimum number of credits, including Advanced Placement/International Baccalaureate classes.</p> <p>** Students seeking admission to highly competitive institutions should consider taking as many academically rigorous and Advanced Placement or International Baccalaureate classes as possible.</p> <p>† Advanced Placement/International Baccalaureate</p> <p>‡ A semester of physical education is required each year for 3 out of 4 years of high school.</p>				

Four-Year Course Plan

Grade	English/ Language Arts	Social Studies	Math	Science	Physical Education and Health	Fine Arts	Career Pathways and Elective Courses	Recommended Enhancement and Activities
	<i>4 credits required</i>	<i>3 credits required</i>	<i>3 credits required</i>	<i>3 credits required</i>	<i>1.5 credits required for PE, 0.50 health</i>	<i>1 credit required</i>	<i>6 credits required</i>	
9	English 9	Government	Algebra	Biology	Comprehensive Health Comprehensive Physical Education			
10	English 10	Citizenship	Geometry	Physical Science	Lifetime Sports			
11	English 11 or English Elective	World History	Algebra 2	Chemistry	Fit for life	Art Found- ations	Internship E2020 Community Service	
12	English 12 or English Elective	US History	Algebra 2	Physics/ Anatomy			Internship E2020 Community Service	
	4.0 Credits Earned	3.0 Credits Earned	3.0 Credits Earned	3.0 Credits Earned	2.0 Credits Earned	1.0 Credits Earned	6.0 Credits Earned	Graduation Requirements <i>(Credits can exceed the requirements.)</i>

In addition to the above requirements, students must also have completed one of the following three course-embedded options, appropriately noted on a transcript: online learning, community-service experience, or service learning.

Early Graduation

High-school students from the Milwaukee Public Schools are encouraged to complete four years of study resulting minimally in completion of the prescribed graduation requirements at the district and school levels. Procedures for permitting early graduation include the following:

1. A student wishing to graduate early must complete all district requirements for graduation.
2. A student must request a conference to declare interest in early graduation (with parental signature if the student is under 18).
3. A conference shall be held with the parent, student, and principal (or designee) to review options and to make a decision, with a sign-off by principal (or designee), student, and parent (if the student is under 18). At this meeting, the student and parent will receive information regarding early graduation (scholarships, advanced courses, AP, IB, and YOP opportunities, etc.) to facilitate the making of an informed decision.
4. For students who have received sign-off by the principal on the district-provided form for early graduation, the school will document in the student database that the student has met the diploma requirements at the semester-end date and will withdraw the student. Early graduates in good standing will be allowed to participate in the school's year-end graduation ceremony and activities.

High School Promotion Requirements

The following minimum number of units, or the equivalent, is required for high-school students to be promoted at the end of the school year:

9th grade student (freshman) =	Less than 5 units
10th grade student (sophomore) =	5 or more units
11th grade student (junior) =	10 or more units
12th grade student (senior) =	16 or more units

To be considered for senior-class rank, students must meet the definition of a senior and must complete one year and a minimum of 5 units at the schools from which they intend to receive their diplomas.

Certificate of Completion vs. High School Diploma

Part of the annual IEP process is to discuss your student's transition into life after High School. As part of this process, we want to take time to explain the differences between a Certificate of Completion vs. a High School Diploma and what this means towards your student's future as well as life after school.

Certificate of Completion	High School Diploma
<ul style="list-style-type: none"> • Not the same as a High School Diploma • Student will receive special education services through the age of 21. • A Certificate of Completion is awarded to the student during the school year the student turns 21. • Your student will be in more special education classes, which follow modified standards that align with the Common Core Standards (Essential Elements). • Your student will NOT be able to use a Certificate of Completion for entry into a college or university. • Focus will be on your student's transition for life after High School. • Your student will be asked to participate in non-academic tasks that will increase your student's transition skills. 	<ul style="list-style-type: none"> • Overall minimum of 22 credits to graduate • Students are required to take and pass the following classes: <ul style="list-style-type: none"> ✓ 4.0 units: English/Language Arts ✓ 3.0 units: Mathematics (courses at or above the Algebra level) ✓ 3.0 units: Science ✓ 3.0 units: Social Studies as follows: US History, World History, World Geography or World Studies citizenship <i>or</i> 0.5 American government AND 0.5 Economics ✓ 1.5 units: Physical Education over a 3 year period ✓ 0.5 unit: Health ✓ 1.0 unit: Fine Arts (Art, Music, Dance or Theater) ✓ 2.0 World Languages ✓ 1.0 College and Career Readiness ✓ 3.0 units: Electives • Your student will have access to educational services through the age of 21. • Your student will be able to earn credits until the school year they turn 21.
<p>Employability Skills Certificate Students with disabilities (or without) who are working in paid employment may earn a DPI employability skills certificate. This is a state credential of student mastery. The components are:</p> <ul style="list-style-type: none"> • The student must work 90 on the job paid work hours • A supervising teacher is required • Students aged 14 and older, and enrolled in school, are eligible 	

High School Course Offerings

Course #	Course Name	Department	Description
EN201	AMERICAN AUTHORS (S1)	English Language Arts	In this course students will become acquainted with the significant works of American authors and will further their understanding of our American ideals and traditions. Critical thinking and clear writing are also stressed through many discussions and compositions.
EN211	AMERICAN AUTHORS (S2)	English Language Arts	In this course students will become acquainted with the significant works of American authors and will further their understanding of our American ideals and traditions. Critical thinking and clear writing are also stressed through many discussions and compositions.
EN321	THE NOVEL	English Language Arts	In this course students will gain an appreciation and understanding of the development of the novel throughout history. The course is designed to acquaint the student with this genre, the most popular literary form today, so that the student can better see the contemporary world through past and present works while learning the technical aspects of such literature. Novels from any time period, culture, race, or author that are appropriate to the school setting are fair game for this course. Papers and discussion will be centered on the structure, themes, and elements of various works. The course is not meant to have students outline or write their own original novel, although ideas may certainly spring from the study of the works of others.
EN331	POETRY	English Language Arts	The purpose of this course is to continue to foster student understanding of the conventions and styles of poetry. Students will spend time analyzing, reciting and creating poetry, while taking an in-depth look at different styles of poetry, their structures, poet's influence, and to explicate poems through a thorough analysis on several levels, including the literal and the figurative. The purpose of this course is to not just create poetry, although it can definitely be an activity attached to a style or technique observed in a mentor text.
EN341	SCIENCE FICTION	English Language Arts	In this course students will explore the realms of science fiction and fantasy. The exploration is made through short story, play, novel, and film. Students will make connections between the real world and the fantasy realms created by visionaries that reside on our planet. Writing assignments and oral presentations for this course will be based on readings, discussions, and research stemming from themes of this course. The true purpose is to always find the science in the fiction. *Please note that not every science fiction film is appropriate for class or meant to be shown in its entirety--please follow the guidelines about film set by your school.
EN351	SHORT FICTION	English Language Arts	In this course students will study short stories and short novels by a variety of authors, and from a number of historical periods. Students will trace the development of short fiction and relate the action and characters to their own experiences. Students will be required to write compositions based on the course readings.
EN361	WOMEN IN	English	This survey course engages students in an attempt to isolate and

Course #	Course Name	Department	Description
	LITERATURE	Language Arts	define a distinctly female tradition in literature. It investigates the various ways women have been portrayed in literature. It also is an examination of significant writing by women. The course introduces students to style and content of women's fiction, poetry, drama, and non-fiction.
EN381	COMPOSITION	English Language Arts	This course is designed to help students develop quality writing skills by explaining and identifying the steps involved in the writing process. Students will read mentor texts, which model good writing; they will study the principles of composition with emphasis on language, the mechanics of writing, and the strategies(drafting, collaboration, revision, and peer evaluation) that should be applied to the composition process. Students will also learn proper research techniques, utilizing the Modern Language Association (MLA) style.
EN391	ADVANCED COMPOSITION	English Language Arts	This course is designed as a continuation of the study of composition; writing is a process of thinking as well as a mode of expression and communication, so students will read mentor texts, evaluate, and create a wide variety of assessments in order to improve their writing and thinking skills. Writing activities will provide the opportunity for students to develop their own voices and individual styles as they give attention to the more advanced modes of composition. The overarching goal of this course is to enable students to write effectively and confidently in courses across the curriculum, in college, and in their professional and personal lives.
EN411	CREATIVE WRITING	English Language Arts	The central purpose of this course is to help students develop their ability to utilize specific writing techniques necessary for describing experiences in depth. Students will write in a workshop setting, conferencing with the teacher and other students to improve and strengthen their craft. The purpose of this class is not to study works that are deemed creative, but to use mentor texts to introduce devices and techniques common to the creative writing process. What students should gain from this course is an ability to distinguish various creative genres and be able to produce writing samples from each of the following areas: creative non-fiction, fiction, poetry, and drama. Teachers may choose to include other forms of creative writing as well based on student interest and need.
EN441	COMMUNICATIONS MEDIA	English Language Arts	In this course students will examine various aspects of the mass media, television, radio, film, newspapers, magazines, the Internet, and other technologies. Students will be required to critically evaluate the rhetoric used in media, and make judgments about audience, intent, effectiveness of message, etc. to increase their own media literacy and analysis skills. Students will be asked to research the history and social impact of various media to understand how and why media is created. In addition, students will read and respond to texts that closely examine the media's impact on society.
EN511	ENGLISH 12 (S1)	English Language Arts	The central purpose of this course is to extend students' growth in all communication arts. Reading, writing, listening, discussing, speaking, using language, understanding media,

Course #	Course Name	Department	Description
			using technology, and employing research skills will be applied to help students enhance their abilities to become creative and critical thinkers. Grade twelve students will demonstrate effective communication skills by creating various works of sufficient grade-level merit to address the complexity and depth of senior-level work. Artifacts will be constructed as a part of the student's coursework and assessed via the site-based instructor. Prerequisites for this course include successful completion of English 9 and 10; and either English 11 or electives.
EN521	ENGLISH 12 (S2)	English Language Arts	The central purpose of this course is to extend students' growth in all communication arts. Reading, writing, listening, discussing, speaking, using language, understanding media, using technology, and employing research skills will be applied to help students enhance their abilities to become creative and critical thinkers. Grade twelve students will demonstrate effective communication skills by creating various works of sufficient grade-level merit to address the complexity and depth of senior-level work. Artifacts will be constructed as a part of the student's coursework and assessed via the site-based instructor. Prerequisites for this course include successful completion of English 9 and 10; and either English 11 or electives.
EN981	ENGLISH 11 (S1)	English Language Arts	The central purpose of this course is to expand students' skills in all communication arts. These include reading comprehension, analyzing literature, writing, listening, speaking, discussing, using language, increasing and improving vocabulary, using media and technology, and employing advanced research skills. Students will apply these skills as they continue to increase their abilities as creative and critical thinkers. The goal of this course is for students to exhibit their ability to meet grade-level expectations by successfully completing embedded course assessments, including writing On-Demand. Effectively supporting students with advancing reading and writing skills is paramount, with a focus on writing On-Demand. Prerequisites for this course are English 9 and English 10.
EN991	ENGLISH 11 (S2)	English Language Arts	The central purpose of this course is to expand students' skills in all communication arts. These include reading comprehension, analyzing literature, writing, listening, speaking, discussing, using language, increasing and improving vocabulary, using media and technology, and employing advanced research skills. Students will apply these skills as they continue to increase their abilities as creative and critical thinkers. The goal of this course is for students to exhibit their ability to meet grade-level expectations by successfully completing embedded course assessments, including writing On-Demand. Effectively supporting students with advancing reading and writing skills is paramount, with a focus on writing On-Demand. Prerequisites for this course are English 9 and English 10.

Course #	Course Name	Department	Description
HL211	COMPREHENSIVE HEALTH EDUCATION 1 (S1)	Health Education	This course is designed to provide students with the knowledge and skills to make healthy life choices to promote personal wellness. The curriculum includes state statute required units on: mental health/suicide prevention, shaken baby syndrome, and AED/CPR Exposure. Other units include human growth and development, STD's, HIV and pregnancy prevention, parenthood, family living, personal well-being education, nutrition, physical activity, community health issues and substance use prevention (ATODA).
MA211	ALGEBRA (S1)	Mathematics	In this course, students will study relationships between quantities and reasoning with expressions and equations. Students can use properties of operations to generate equivalent expressions and solve real life mathematical problems using numerical and algebraic expressions. Building on this work, students will study descriptive statistics by gathering, displaying, summarizing and interpreting data in order to discover patterns and make generalizations. They explore many examples of linear relationships, including sequences; they interpret linear functions graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations.
MA221	ALGEBRA (S2)	Mathematics	Students will identify variables in mathematical modeling situations and analyze given or collected data that represent essential features within a linear context. They will then formulate a model by creating and/or selecting graphical, tabular, algebraic, or statistical representations that describe relationships between the variables. In addition, students will analyze these relationships to draw conclusions. With linear models, they look at residuals to analyze the goodness of fit. Students will apply these skills to create and interpret exponential models. Students will also compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. They will interpret arithmetic sequences as linear functions and geometric sequences as exponential functions. Students will apply graphical and algebraic methods to explore systems of equations and inequalities.
MA301	GEOMETRY (S1)	Mathematics	In this course, students will utilize precise geometric language to prove geometric theorems. Major topics within the study of proof will be that of using transformations to prove congruence and using constructions. Students extend their understanding to use dilations and proportional reasoning to understand similarity. They identify criteria for similarity of geometric figures and use similarity to solve geometric and real-life problems. Students apply similarity in right triangles to understand right triangle trigonometry. Students will use trigonometry to explore and solve real-life applications.
MA311	GEOMETRY (S2)	Mathematics	Students build on their understanding of similarity to exploring properties of circles and proving relationships between parts of circles. Students will calculate use this knowledge involving circle properties and measurements in real-life applications. In

Course #	Course Name	Department	Description
			addition to the geometric perspective, students will understand the Pythagorean theorem through and algebraic approach in order to understand the equation of a circle. This second semester course will also build on probability concepts from the middle grades in order to understand conditional probability. Students will continue to interpret data and make justified decisions using statistics and probability.
MA512	ALGEBRA 2A (S1)	Mathematics	Students begin learning to synthesize, generalize, and expand upon what they have learned about a variety of function families from the Algebra course. Students learn that real-world relationships and data can often be modeled by a function and often require moving among different representations. From this broad overview, students delve into exponential and logarithmic functions through a progression of ideas starting with geometric sequences in both recursive and explicit forms to exponential functions. They will simplify exponential functions using the properties of exponents and use the idea of inverses to introduce logarithms. Students will use this idea to solve exponential functions and real-world applications.
MA514	ALGEBRA 2A (S2)	Mathematics	This semester will have students learning to understand quadratic relationships. Students will understand algebraic expressions can be written in infinitely many equivalent forms, showing key features of the relationship. Students will understand the relationship between zeros and the vertex. Student will expand the number system to include the complex numbers allowing for the solution of any quadratic equation.
RC411	MATH INTERVENTION 1 (S1)	Mathematics	This high school elective course is designed to support students with learning mathematics in order to keep them on track for college and career readiness. Students may use an approved online intervention program in addition to the small group explicit instruction focused on individual student needs.
RC421	MATH INTERVENTION 1 (S2)	Mathematics	This high school elective course is designed to support students with learning mathematics in order to keep them on track for college and career readiness. Students may use an approved online intervention program in addition to the small group explicit instruction focused on individual student needs.
RC431	MATH INTERVENTION 2 (S1)	Mathematics	This high school elective course is designed to support students with learning mathematics in order to keep them on track for college and career readiness. Students may use an approved online intervention program in addition to the small group explicit instruction focused on individual student needs.
RC441	MATH INTERVENTION 2 (S2)	Mathematics	This high school elective course is designed to support students with learning mathematics in order to keep them on track for college and career readiness. Students may use an approved online intervention program in addition to the small group explicit instruction focused on individual student needs.
MU451	MUSIC APPRECIATION (S2)	Music	Prerequisite: MU441. Students will continue to improve their ability to listen and analyze a wide range of music literature. Students develop familiarity with various styles and periods of music and their relationships to culture of their times.
CE831	ON THE JOB	Other	This course is designed for students to earn credit for work

Course #	Course Name	Department	Description
	EVENINGS (S1)	Electives	competitive experience outside the day
CE931	WORK TRAINING/ PROGRAM (2-3HR)(S1)	Other Electives	CATP-This program offers high school students the opportunity to be assessed in a community work setting. Students explore various careers and learn appropriate work behaviors while working alongside employees of businesses
PE201	COMPREHENSIVE PHYSICAL EDUCATION	Physical Education	This course is designed for 9th grade students and is the first of the core PE Courses in MPS. Where facilities/staffing permit, one marking period will consist of beginning and/or intermediate swim, with a minimum goal of intermediate swim techniques being accomplished by all students. Basic swimming strokes and an understanding of self-fitness will be incorporated. The alternate marking period will be the culmination of individual and team sports and reinforce wellness related health education experiences with a physical education laboratory experience. This would include self-testing in strength, flexibility, muscular endurance, cardiovascular and cardio-respiratory endurance.
PE261	LIFETIME SPORTS I	Physical Education	This course is designed for 11th and 12th grade classes. This is the third of the core PE courses in MPS. Depending on individual school facilities/staffing, these coeducational courses emphasize activities considered within the realm of lifetime sports. At the conclusion of the subject offerings, students will have experienced a wide variety of activities that will enable them to participate actively in a recreational/therapeutic pursuit throughout their lives. In some instances, field trips to community resources may be used to provide students with more realistic settings.
PE291	LEISURE SPORTS	Physical Education	This is an elective course into lifetime sports. Focus is on individual sports and learning basic skills. Activities included are archery, biking, bowling, fishing, golf, hiking, self-defense, cross country skiing, and volleyball. Instruction will center on rules, basic skills, safety, and game strategy.
RD111	READING IMPROVEMENT (S1)	Reading	This course is designed to provide 9th grade students with reading strategies such as phonemic awareness, word recognition, fluency, and vocabulary building.
RD121	READING IMPROVEMENT (S2)	Reading	This course is designed to provide 9th grade students with reading strategies such as phonemic awareness, word recognition, fluency, and vocabulary building.
SC201	BIOLOGY 1 (S1)	Science	Biology, the study of life, offers an organized and scientific framework for posing and answering questions about the natural world. Biologists study questions about how living things work, how they interact with the environment, and how they change over time. In this course, students will consider the characteristics, basic chemistry, and building blocks of living things. Content will include the structures and functions of organisms, the molecular basis of heredity, biological evolution, the interdependence of organisms, behavior of organisms, taxonomy, and matter, energy and organization living systems. Topics include cell structure and function, photosynthesis, genetic engineering, microorganisms and fungi, plants, animals, the human body, reproduction, and other

Course #	Course Name	Department	Description
			related topics. Students will conduct laboratory investigations and can do research to extend their understanding of biological concepts and apply scientific reasoning and critical thinking skills. Students will conduct laboratory investigations and can do research to extend their understanding of biological concepts and apply scientific reasoning and critical thinking skills. Course provides experiential learning opportunities for students.
SC211	BIOLOGY 1 (S2)	Science	Biology, the study of life, offers an organized and scientific framework for posing and answering questions about the natural world. Biologists study questions about how living things work, how they interact with the environment, and how they change over time. In this course, students will consider the characteristics, basic chemistry, and building blocks of living things. Content will include the structures and functions of organisms, the molecular basis of heredity, biological evolution, the interdependence of organisms, behavior of organisms, taxonomy, and matter, energy and organization in living systems. Topics include cell structure and function, photosynthesis, genetic engineering, microorganisms and fungi, plants, animals, the human body, reproduction, and other related topics. Students will conduct laboratory investigations and can do research to extend their understanding of biological concepts and apply scientific reasoning and critical thinking skills. Students will conduct laboratory investigations and can do research to extend their understanding of biological concepts and apply scientific reasoning and critical thinking skills. Course provides experiential learning opportunities for students. Prerequisite: BIOLOGY 1 (SEM 1)
SC301	HUMAN PHYSIOLOGY & ANATOMY (S1)	Science	Human Anatomy and Physiology is the study of the structures, functions, and processes of the human body. The class is organized according to body systems and emphasizes the interactions between these systems. Students will gain a detailed understanding of how their body works, how their organs are interrelated, and how their body is affected by nutrition and illness. Many hands-on activities, inquiry-based laboratory experiments and several dissections related to the systems being studied will be done. Course provides experiential learning opportunities for students. Prerequisite: Biology
SC311	HUMAN PHYSIOLOGY & ANATOMY (S2)	Science	Human Anatomy and Physiology is the study of the structures, functions, and processes of the human body. The class is organized according to body systems and emphasizes the interactions between these systems. Students will gain a detailed understanding of how their body works, how their organs are interrelated, and how their body is affected by nutrition and illness. Many hands-on activities, inquiry-based laboratory experiments and several dissections related to the systems being studied will be done. Course provides experiential learning opportunities for students. Prerequisite: HUMAN PHYSIOLOGY & ANATOMY (SEM 1)

Course #	Course Name	Department	Description
SC401	CHEMISTRY 1 (S1)	Science	Chemistry is the study of the composition of matter, changes in composition and the physical laws controlling these changes. Chemistry deals with the materials of the universe and the changes that these materials undergo. A basic understanding of chemistry is central to all sciences, everyday life, and to discoveries in science and technology. In this course students will investigate the structure and makeup of various physical and chemical substances. Content will include structures of atoms and matter, chemical composition, reactions and bonding, conservation of energy, the structural and organizational properties of matter, and the interactions of matter and energy. Topics can include the periodic table, nomenclature, measurements and calculations, data analysis, atomic theory, states of matter, solutions, acids and bases, chemical equilibrium, oxidation-reduction reactions, electrochemistry, radioactivity and nuclear energy, organic chemistry, biochemistry, chemistry of the environment and other related topics. Students will conduct laboratory investigations and can do research to extend their understanding of chemistry and apply scientific reasoning and critical thinking skills. Course provides experiential learning opportunities for students. Prerequisite: Algebra or concurrent enrollment
SC411	CHEMISTRY 1 (S2)	Science	Chemistry is the study of the composition of matter, changes in composition and the physical laws controlling these changes. Chemistry deals with the materials of the universe and the changes that these materials undergo. A basic understanding of chemistry is central to all sciences, everyday life, and to discoveries in science and technology. In this course students will investigate the structure and makeup of various physical and chemical substances. Content will include structures of atoms and matter, chemical composition, reactions and bonding, conservation of energy, the structural and organizational properties of matter, and the interactions of matter and energy. Topics can include the periodic table, nomenclature, measurements and calculations, data analysis, atomic theory, states of matter, solutions, acids and bases, chemical equilibrium, oxidation-reduction reactions, electrochemistry, radioactivity and nuclear energy, organic chemistry, biochemistry, chemistry of the environment and other related topics. Students will conduct laboratory investigations and can do research to extend their understanding of chemistry and apply scientific reasoning and critical thinking skills. Course provides experiential learning opportunities for students. Prerequisite: CHEMISTRY (SEM 1)
SC621	ENVIRONMENTAL SCIENCE (S1)	Science	In this course students will study how humans interact with the environment, the surroundings of an organism that affect its life, and development. A major focus of environmental science is an awareness of and solutions to environmental problems and debates. Students will study content related to the interdependence of organisms, the flow of matter and energy in living systems, and the behavior of organisms. Topics can

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			include environmental quality and pollution, environmental decision-making, environmental policies and legislation, urban environmental issues, ecology, energy cycles, global warming, food safety, biodiversity, waste, population growth, resource management, natural and human-induced hazards, and other related topics. Students will conduct scientific investigations both in the laboratory and outdoors and do research to extend their understanding of environmental concepts and apply scientific reasoning and critical thinking skills. Course provides experiential learning opportunities for students. Recommended: Biology
SC861	CONCEPTUAL PHYSICS (S1)	Science	Physics Concepts is a less rigorous laboratory-oriented physics course. This course is designed to ignite student's interest in physics through meaningful examples and activities. The focus of the course is on the concepts identified in Physics 1 that guide the physical world. Students will conduct laboratory investigations and can do research to extend their understanding of physics concepts and apply scientific reasoning and critical thinking skills. Course provides experiential learning opportunities for students. Mathematics proficiency is not required for this course.
SC871	CONCEPTUAL PHYSICS (S2)	Science	Physics Concepts is a less rigorous laboratory-oriented physics course. This course is designed to ignite student's interest in physics through meaningful examples and activities. The focus of the course is on the concepts identified in Physics 1 that guide the physical world. Students will conduct laboratory investigations and can do research to extend their understanding of physics concepts and apply scientific reasoning and critical thinking skills. Course provides experiential learning opportunities for students. Mathematics proficiency is not required for this course. Prerequisite: CONCEPTUAL PHYSICS (SEM 1)
SX701	ROBOTICS SCIENCE (S1)	Science	Robotics provides integrated hardware, software and educational resources for use in the science classroom. Students learn to design, program and control fully-functional models and robots that carry out life-like automated tasks. Robots and automated systems play an integral role in everyday life. Future innovators will require the skills to create, program and maintain complex automated systems that drive industry, from manufacturing, information technology and skilled trades. Students will learn how to integrate science and engineering to work in teams. Students will also design, analyze, use applied mathematics and physics, to perform complex calculations in the construction to understand patterns, and variables. Course provides experiential learning opportunities for students.
SX711	ROBOTICS SCIENCE (S2)	Science	Robotics provides integrated hardware, software and educational resources for use in the science classroom. Students learn to design, program and control fully-functional models and robots that carry out life-like automated tasks. Robots and automated systems play an integral role in everyday life. Future innovators will require the skills to create, program and

Course #	Course Name	Department	Description
			maintain complex automated systems that drive industry, from manufacturing, information technology and skilled trades. Students will learn how to integrate science and engineering to work in teams. Students will also design, analyze, use applied mathematics and physics, to perform complex calculations in the construction to understand patterns, and variables. Course provides experiential learning opportunities for students. Prerequisite: ROBOTICS SCIENCE (SEM 1)
SS121	CITIZENSHIP (S1)	Social Studies	Citizenship provides the student with an opportunity to better understand her/his rights, responsibilities and role in a democratic society. The course focuses primarily on American government, but also looks at other American social institutions. Typical units include: the role of the citizen in a democracy, the federal government, state government, local government, the United States in the international arena, the American family, the American educational system and the American economic system.
SS131	CITIZENSHIP (S2)	Social Studies	Citizenship provides the student with an opportunity to better understand her/his rights, responsibilities and role in a democratic society. The course focuses primarily on American government, but also looks at other American social institutions. Typical units include: the role of the citizen in a democracy, the federal government, state government, local government, the United States in the international arena, the American family, the American educational system and the American economic system.
SS181	WORLD HISTORY (S1)	Social Studies	World History is a survey course which enables students to better understand the emergence of western and non-western civilizations. Content is selected to demonstrate people's struggle to improve themselves, their standard of living, government, and total culture. The appreciation of past achievements and the continuing need for international understanding are basic aims of the course. Representative units of study are selected from the ancient, medieval, and modern periods of World History. They typically include the earliest civilizations, ancient Greece and Rome; the Middle Ages; the rise of national states; the Industrial Revolution; modern European History; Indian America; Latin America from Columbus to the present; the rise and achievements of Islamic civilization; Africa south of the Sahara; Colonialism India and southeast Asia; China from ancient roots to the present; the story of Japan; and the world today.
SS191	WORLD HISTORY (S2)	Social Studies	World History is a survey course which enables students to better understand the emergence of western and non-western civilizations. Content is selected to demonstrate people's struggle to improve themselves, their standard of living, government, and total culture. The appreciation of past achievements and the continuing need for international understanding are basic aims of the course. Representative units of study are selected from the ancient, medieval, and modern periods of World History. They typically include the

Course #	Course Name	Department	Description
			earliest civilizations, ancient Greece and Rome; the Middle Ages; the rise of national states; the Industrial Revolution; modern European History; Indian America; Latin America from Columbus to the present; the rise and achievements of Islamic civilization; Africa south of the Sahara; Colonialism India and southeast Asia; China from ancient roots to the present; the story of Japan; and the world today.
SS221	UNITED STATES HISTORY (S1)	Social Studies	United States History builds upon the skills, concepts and historical perspectives achieved by students in Grades 5 through 8. It is a study of the emergence of the American society and culture. This includes an examination of the establishment of this nation as a geographic and political entity, development and interplay of the nation's social institutions, and the approaches Americans have used to face both domestic and international problems. Since a multi-ethnic/multi-cultural/non-sexist approach is used throughout this course, students will better understand and appreciate the pluralistic nature of American Society. United States History 1 emphasizes the colonial period, the American Revolution, the Constitution and the development and launching of the federal system of government, sectionalism, manifest destiny, the Civil War, and Reconstruction.
SS231	UNITED STATES HISTORY (S2)	Social Studies	United States History 2 includes the emergence of modern industrial America, the involvement of the United States on the world scene in 1898, the Progressive Era, World War I and the aftermath, the Great Depression of the 1930's and the New Deal, World War II, the Cold War, Korea and Vietnam, the Civil Rights movements, and other recent developments at home and abroad. The ultimate goal is to help the students better appreciate the role of the United States in a changing world. Current affairs are related where appropriate to important issues in United States history.
SS311	JUSTICE AND YOU (S1)	Social Studies	Justice and You provides students an opportunity to better understand the nature of the American legal system through the exploration of a variety of legal areas. Topics studied include: criminal law, consumer law, due process of law, equal protection of the law, juvenile law, and civil law.
SS321	JUSTICE AND YOU (S2)	Social Studies	Justice and You provides students an opportunity to better understand the nature of the American legal system through the exploration of a variety of legal areas. Topics studied include: criminal law, consumer law, due process of law, equal protection of the law, juvenile law, and civil law.
AR111	ART FOUNDATIONS (S1)	Visual Arts	Art Foundations is a basic level art class that introduces the elements and principles of art to the student. It is the keystone of the high school art program and serves as the introduction to more specialized art offerings. This course consists of approximately 180 class periods. The instructor will devise a plan to offer drawing, painting, printmaking, sculpture, textiles, jewelry and graphic art over the course. Each of the media areas will be further broken down in to specific materials and techniques i.e. Drawing can be further developed to include

Course #	Course Name	Department	Description
			pencil, ink, charcoal, colored pencil, pastel/chalk, and marker. A basic recommendation would be to spend a minimum of 5 weeks and a maximum of 10 weeks for any technique
AR121	ART FOUNDATIONS (S2)	Visual Arts	Art Foundations is a basic level art class that introduces the elements and principles of art to the student. It is the keystone of the high school art program and serves as the introduction to more specialized art offerings. This course consists of approximately 180 class periods. The instructor will devise a plan to offer drawing, painting, printmaking, sculpture, textiles, jewelry and graphic art over the course. Each of the media areas will be further broken down in to specific materials and techniques i.e. Drawing can be further developed to include pencil, ink, charcoal, colored pencil, pastel/chalk, and marker A basic recommendation would be to spend a minimum of 5 weeks and a maximum of 10 weeks for any technique.
AS321	DRAWING AND DESIGN (S1)	Visual Arts	This is a full introductory art course focusing on the study of the elements (line, shape/form, color, texture/pattern, space) and principles (balance, rhythm, unity, contrast, emphasis) of design and how they relate to each other in a composition. Sample projects include sculpture, scratch art, two and three-dimensional drawings, tempera and watercolor paintings, and clay relief.
AS361	ART HISTORY (S1)	Visual Arts	This course is designed to give students a basic understanding and appreciation for art as it will be encountered on the high school level and beyond. It will give students the background necessary to appreciate visual art, participate in the creation of visual art, or seek further training for a career in the visual arts. The course emphasizes skills development and development of the creative thought process. Each time a skill has been learned, students will be encouraged to make creative applications of those skills. Students will be given a sense of art history, through discussion and showing of visuals that relate to the studio projects they are working on. A variety of materials will be used. Some of the techniques, ideas and materials that may be included are color theory, rendering, perspective drawing, design, composition, acrylic paint, calligraphy and ceramic clay.
AS401	SENIOR STUDIO (S1)	Visual Arts	This studio art class is offered to advanced students in their senior year who need to pursue individual, teacher-guided study. This is a course in which the student and the teacher agree (contract) on a study, problem, approach, or body of work to be produced. It may be taken only by students who have previously set up this contract with the art teacher and have the art faculty permission to take the class. Students may choose to take fall semester, spring semester, or both.
AS531	DISCOVER ART (S1)	Visual Arts	This course is designed to have students explore a variety of art modalities through a multi-sensory approach and through the use of sensory integration techniques.
AS541	DISCOVER ART (S2)	Visual Arts	This course is designed to have students explore a variety of art modalities through a multi-sensory approach and through the use of sensory integration techniques.

Career Clusters

Agriculture, Food & Natural Resources	Agribusiness Systems Animal Systems Environmental Service Systems Food Products & Processing Systems Natural Resources Systems Plant Systems Power, Structural & Technical Systems Architecture & Construction
Architecture & Construction	Construction Design/Pre-Construction Maintenance/Operations
Arts, A/V Technology & Communication	A/V Technology & Film Journalism & Broadcasting Performing Arts Printing Technology Telecommunications Visual Arts
Business Management & Administration	Administrative Support Business Information Management General Management Human Resources Management Operations Management
Education & Training	Administration & Administrative Support Professional Support Services Teaching/Training
Finance	Accounting Banking Services Business Finance Insurance Securities & Investments
Government & Public Administration	Foreign Service Governance National Security Planning Public Management & Administration Regulation Revenue & Taxation
Health Sciences	Biotechnology Research & Development Diagnostic Services Health Informatics Support Services Therapeutic Services
Hospitality & Tourism	Lodging Recreation, Amusements & Attractions Restaurants & Food/Beverage Services Travel & Tourism
Human Services	Consumer Services Counseling & Mental Health Services Early Childhood Development & Services Family & Community Services

Information Technology	Personal Care Services
	Information Support & Services Network Systems Programming & Software Development Web & Digital Communications
Law, Public Safety, Corrections & Security	Correction Services Emergency & Fire Management Services Law Enforcement Services Legal Services Security & Protective Services
	Health, Safety & Environmental Assurance Logistics & Inventory Control Maintenance, Installation & Repair Manufacturing Production Process Development Production Quality Assurance
Manufacturing	
Marketing	Marketing Communications Marketing Management Marketing Research Merchandising Professional Sales
Science, Technology, Engineering & Mathematics	Engineering & Technology Science & Mathematics
	Facility & Mobile Equipment Maintenance Health, Safety & Environmental Management Logistics Planning & Management Services Sales & Service Transportation Operations Transportation Systems/Infrastructure Planning, Management & Regulation
Transportation, Distribution & Logistics	

Academic and Career Planning Conferences

An Academic and Career Plan (ACP) represents a fluid, mapped academic plan reflecting a student's unique set of interests, needs, learning goals and graduation requirements. It goes beyond the traditional "4 Year Plan" by recording a student's connections to the larger community including community service, volunteerism, hobbies and activities, and post-secondary planning.

Development of an ACP involves students' participation in school counseling activities beginning in kindergarten and continuing through high school. These activities focus on academic, personal/social, and career development with the purpose of preparing the students for post-secondary/college and career choices.

Parents/Guardians are an integral part of the ACP process by supporting ongoing career exploration. Additionally, parents are invited to participate in an ACP Conference with their child and the school counselor at 5th, 7th, 9th, and 11th grades.

Ideally, ACP conferences occur during the school day with the student, parent/guardian, and counselor. Alternate scheduling may be arranged with the school counselor to meet the needs of

parents/guardians. ACP conferences should last between 30–45 minutes. This process will help parents and students make informed decisions to meet their academic and career goals.

ACP Conference Topics
Self-Awareness — <i>"Who Am I?"</i>
Career Planning and Management — <i>"What Do I Want to Do?"</i>
Academic Progress and Management — <i>"How Will I Get There?"</i>
Special Concerns

Throughout high school and with school counselors, students view and update ACP documents. Completed ACPs are stored in the e-portfolio of Career Cruising.

Alternative Programs

Credit Recovery	A program that offers students an opportunity to recover credits in the four core subjects (English Math, Social Studies and Science) using district approved online software. Students who complete courses in this fashion will receive grades for courses they previously failed. Credit Recovery may be offered during the day or after school. Contact your high school for more information.
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Course Selection Process

In order to establish class sections and accurately determine staffing needs for the ensuing year, it is necessary to secure registration about midway in the current school year. School counselors will conference with students to provide advisement on required and elective course selection. Courses selected at this time should be given serious consideration and selected in terms of the student's total four year program.

Parent involvement in student course selection is highly encouraged. The final decision on the selection of any elective course is up to the student and his/her parent/guardian, providing the selections follow a proper course sequence and are not in conflict with other school regulations. Students then attend a course selection session with their counselor to input their selections in a registration program. Parents will be notified when the course selection process begins.

Note: Course offerings in any department are contingent upon a sufficient number of students enrolling in the course. If there is not sufficient enrollment for a course to be offered, students will be asked to make other selections.

Class Drop/Add

High School Course Drop Procedure

The decision to take a course is an important one. Students should seriously consider their educational and career plan and develop a program of study to work toward those plans. Parent involvement in student course selection is highly encouraged. It is imperative that all students and parents give careful

consideration to course requests. Student course requests determine what courses and how many sections of each will be offered the following year. The high school drop procedure is listed:

1. **Student and/or parent-initiated schedule changes will be permitted only during the following time periods:**
 - During the first five days of the new semester, the Guidance Department will attempt to quickly resolve student requests that reflect the following:
 - A scheduling error resulting in an incomplete or inaccurate program (example: no lunch, etc.).
 - Changes warranted by summer school makeup or E2020.
 - Out of district transcript.
 - Only requests that reflect these circumstances will be processed after the start of the new semester.
2. **In order to process a change, students must:**
 - Submit a Schedule Change Request Form to the School Counseling Department.
 - Bring a note from a parent/and or guardian, to be verbally confirmed by their counselor, authorizing the schedule change.
 - Choose a substitute course, if one is available, for each dropped course.
3. **Final approval of changes is contingent upon the following:**
 - The proposed change does not jeopardize graduation.
 - The proposed change does not negatively affect prospects of college admission.
 - The change requested is logistically possible.
 - The change does not prevent student from obtaining final grade/credit.
4. **Changes will not be permitted to:**
 - Change teachers.
 - Change lunch periods (unless supported by medical documentation).
 - Change to more convenient and/or desirable periods.
 - Group friends together in the same class.
5. **Changes in a student's placement based on academic concerns that are recommended by administrators, teachers, and/or counselors may occur throughout the school year pending departmental approval.**
6. **No student should be dropped or withdrawn prior to semester end until all grade marks have been entered.**

Late enrollee

Grades provided by the previous course or school may be taken into account for the final grade. If a student comes in from a different school with a report card, those grades will be added to the new quarter to receive a final grade.

Physical Education Waiver

On July 30, 2013, the Milwaukee Board of School Directors passed revisions to Administrative Policies 7.34 and 7.37 which allow a student to waive their third semester of physical education based on participation in an organized sport or athletic program pursuant to State Statute 118.33(1)(e). Students

who successfully use the waiver **MUST** take an additional course from the following list of subjects: English, social studies, mathematics, science or health.

The waiver allows students who have full schedules in their junior or senior years to take an additional academic class. In fact, state statute requires students who take the PE waiver to take an additional academic class in English, social studies, mathematics, science, or health. To take advantage of the waiver, students must demonstrate participation in regular physical activity through a log and they must pass the lifetime sports final exam.

The waiver process is described in the MPS PE Waiver Guidance and follows three specific steps:

1. Students will fill out the MPS PE Waiver Application:
 - Students must request the waiver and choose the physical activity that they are going to participate in.
 - The physical activity will be approved by the high school PE department chair/physical education teacher.
 - The coach or some other adult with a specified role, such as fitness coach, must also agree to sign off on the activity logs before the waiver begins.
2. Once approved, students start and log their activity on the MPS PE Waiver Log. Students must complete a minimum of 50 hours over a minimum of six weeks. Each week, the coach must sign off on the student's participation.
3. After completion of the required hours of participation, the student will take the Lifetime Sports Exam.

Once students have completed the log and pass the Lifetime Sports Exam, the school counselor will complete the **MPS PE Waiver Completion Verification** form and enter the information into Infinite Campus.

Milwaukee Public Schools is dedicated to the development of the whole child. The waiver becomes a viable option for students who need additional core academic courses. The waiver option allows students to take the core academic course without sacrificing the most important lessons of the final Lifetime Sports course; how regular physical activity is something you do for a lifetime. We have provided a letter for parents explaining the waiver (MPS PE Waiver Parent Letter). If you have any questions, please contact Brett Fuller, Curriculum Specialist for Health, Physical Education, Safe and Supportive Schools at fullerba@milwaukee.k12.wi.us or (414) 475-8057.

Accommodating Varying Student Needs, Interests and Abilities

To accommodate students with different needs and different rates of learning, the school district provides a variety of course levels in addition to the regular courses in some selected basic skill areas such as Reading, English Language Arts, and Mathematics. These levels can be described as follows:

1. **Special Education Courses** are adapted for students who have identified disability conditions and special education needs that require an Individual Educational Plan.
2. **Intervention Courses** provide reading, writing and mathematics skill development. Students are placed in this course based on academic performance levels.
3. **Honors Courses** are geared to those students whose skill level is such that they can benefit from a broader or more intensive and in-depth study.
4. **Weighted Courses** are approved for weighted grade status. The Board approved weighted courses for students beginning with the graduating class of 2018. Educators in Milwaukee Public Schools

value academic rigor because it increases student achievement, encourages students to stretch to their potential, and contributes to effective transitioning to post-secondary institutions. The District also recognizes that adding a minor weight to a grade can appropriately motivate more students to pursue academic rigor, which is aimed at their long-term success. All Advanced Placement (AP) International Baccalaureate Diploma Program (IBDP) and selected Project Lead the Way (PLTW) courses will be weighted using the following scale:

Letter Grade	A	B	C	D	U
Grade point for AP/IB DP and selected PLTW courses	5.0	4.0	3.0	1.0	0
Regular high school courses	4.0	3.0	2.0	1.0	0

5. **Advanced Placement (AP) and International Baccalaureate Diploma Program (IBDP) Courses** prepare students for exams that can result in college credits. AP and IBDP courses give students access to rigorous college-level work. These courses help students build confidence and learn the essential time management and study skills needed for college and career success.
6. **Youth Options Program** – Wisconsin’s Youth Options program allows public high school juniors and seniors who meet certain requirements to take post-secondary courses at a UW Institution, a Wisconsin Technical College or one of the state’s participating private nonprofit institutions of higher education. Approved courses can count toward high school graduation as well as for college credit. See your school counselor for further information.

Career/Technical Education Post-Secondary Programs

A wide variety of career and technical education (CTE) courses are offered to prepare students for college and careers. These courses are offered in an array of career clusters and pathways, including: Agriculture, Food and Natural Resources; Architecture and Construction; Audio and Video Technology and Film; Business Management and Administration; Finance, Health Science, Hospitality and Tourism; Early Childhood Development and Services; Information Technology - Programming and Software Development and Web and Digital Communications; Manufacturing; Marketing; Science, Technology, Engineering, and Mathematics (STEM); Transportation, Distribution, and Logistics. Students participating in these high school courses will receive the education and training to make them productive employees at the entry level of their interest area, or continue their education in the technical college system, a four-year college or university, an apprenticeship or the military.

Students in CTE programs of study have the opportunity to take advantage of numerous work-based learning opportunities in collaboration with business and community partners. These experiences include: industry guest speakers; industry site-visits; job shadows; resume preparation; mock interviews; career fairs; paid internships and Youth Apprenticeship.

Completion of the recommended high school sequence of courses can also have the advantage of allowing the student to take advanced training/courses at Milwaukee Area Technical College. The advantage of this type of advanced placement is that a student is not required to repeat training already received in the high school program. This can shorten the time and expense required to complete a technical school course sequence or allow the student to participate in additional training, making the student a more valuable employee upon completion of technical school training.

Project Lead The Way

Project Lead the Way (PLTW) courses prepare students to be the most innovative and productive leaders in Science, Technology, Engineering, and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with high schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on technology rich curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning. The PLTW high school STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields. STEM education is at the heart of today's high-tech, high-skill global economy. For America to remain economically competitive, our next generation of leaders must develop the critical-reasoning and problem-solving skills that will help make them the most productive in the world. PLTW sparks the ingenuity, creativity, and innovation within all of our students. Students who take the Project Lead the Way courses interact with area business partners related to STEM education and may be eligible for college and university engineering credits upon successful completion of PLTW end of course assessments.

Transcribed Credits

Transcribed credit is an opportunity for students to earn technical college credit in high school. A high school student can receive credit at Milwaukee Area Technical College (MATC) if they are sixteen years or older and earn an A or B in their high school articulated (transcribed) course(s). Articulated credit and coursework will be recorded on an official MATC transcript. Talk to your school counselor for detailed information. Earning technical college credit for competencies achieved in high school can help students avoid duplicating coursework in technical college and may lead to early graduation. Enrolling in a transcribed credit course requires a commitment to completing technical college level coursework.

Articulated Transcribed Credit MPS Courses	Accounting 1 Accounting 2 Software Applications Entrepreneurship Concepts Human Physiology & Anatomy Image Technology Workshop	Keyboarding Multimedia 12 Principles of Marketing Web Design 1 Web Design 2
	Auto Program	Project Lead the Way Program

Elective Courses

Electives are courses that may or may not fulfill four-year college entrance requirements. It is important that you contact the college or university you plan to attend to make sure that the elective course counts for that particular college or university's requirements. Elective courses will be run provided there are sufficient numbers.

Grade Changes

Each school shall establish a procedure on grade changes within the following guidelines:

- No grade may be changed by anyone other than the teacher who issued the grade, except under extraordinary circumstances.

- Any transcript changes should be made through the school in which the original grade was issued.

Course Retakes

Students may repeat high school courses that they have failed. The student should see the school counselor to arrange for course retakes. Many courses can now be retaken online. This a great way for students to retake courses, recover credits, improve their grade point average and graduate on time.

- If, upon repeating a course, a student receives a higher grade, the higher grade will be used for the cumulative grade-point average (GPA) in place of the failing grade.
- The record of the failed course will continue to be a part of the student's permanent transcript, but the failing grade will no longer factor into the cumulative GPA.

NCAA Student Athlete Eligibility Requirements

Student athletes planning to play sports at a Division I or II institution of higher education out of high school must meet academic eligibility requirements as defined by the NCAA. Student athletes can monitor this eligibility by registering with the NCAA Clearinghouse at the beginning of their junior year of high school. More information about the Clearinghouse can be found at www.ncaa.org and www.ncaaclearinghouse.net. You may also call the NCAA Initial-Eligibility Center toll free at 877-262-1492. High school transcripts must also be sent from the student's high school. Student athletes and their families are encouraged to work closely with the Clearinghouse and their school counselor during this process. It is the parent/student responsibility to ensure that the courses taken in high school meet NCAA requirements for the chosen college/university.

Appendix J: Letter of Support Additional

January 31, 2017

To Whom it May Concern,

New School for Community Service is an amazing school. It serves students who have been unsuccessful elsewhere, and has proven over its history, to have a dedicated staff as well.

I student taught at New School for Community Service when I was in college at UWM. I had been in challenging placement previously where the host teacher was not serving the students and the students were not learning. When I was placed at New School for Community Service, I did not know what to expect; however, looking back, I won the lottery of placements. The experience I had teaching and working with students and the mentorship and expertise that was modeled by both my host teachers, Hector Rosales and Norah Zilisch, was amazing.

While a student teacher, I was prepared to provide my students with rigor and support. The experience I had at New School for Community Service as a pre-service teacher solidified my desire to be an urban educator. In addition, I saw first hand how the structure of New School for Community Service helped students who had experienced frustration and failure in previous settings excel. The students were learning and growing and becoming positive members of the community. It was everything an innovative program should be.

I taught in MPS and Brown Deer for 10 years and now I am a placement specialist for UWM's school of education. Both the Social Studies and English programs regularly fight over who gets to use Norah Zilisch as mentor teacher because the teacher candidates learn so much about good teaching in an urban environment. In fact, last year Norah Zilisch was awarded for her mentorship at a state-wide event.

As a resident of Milwaukee, I support innovative schools... especially those who have proven for years and years that they are up to the challenge as New School for Community Service has.

I know that the students being served by New School for Community Service are getting the best possible education and as an added bonus, it serves as a training ground for the next generation of amazing educators who will continue to serve some of the most vulnerable MPS students. I hope you will reconsider the proposed closing of this school.

Please feel free to contact me if you would like to discuss my support for New School for Community Service remaining open to continue the hard work of educating students who have struggled for most of their educational career.

Kimberly Jacobson

kimjrocks@hotmail.com

(414) 534-0687

9355 W. Terra Court, Milwaukee, WI, 53224

Appendix I: Specialty Courses Descriptions

Course: Intro to Project-Based Learning and Strategies for Academic Success (S1-OE851)

Taken: Freshmen

Credit: .5 cr./ea. - Elective

Description: Intro to Project-Based Learning and Strategies for Academic Success is a course offered during the first semester of ninth grade. In-depth lessons use a variety of both Project-Based Learning (PBL) and traditional teaching techniques including: long-range projects, cooperative learning activities, and reflective journal writing. Students practice the note taking, time management, study, social and human relations skills they need every day in their academic and elective subjects and in their real lives outside of school. (MPS approved course)

Course: Restorative Practices (S1) and (S2) (ST511)

Taken: Freshmen (S1) & Sophomore (S2)

Credit: .5 cr./ea. - Elective English or Social Studies

Description: Restorative Practices will examine the process of restorative discipline and its' virtues, benefits, and use in the resolution of conflicts, repairing harm, and as an alternative to suspension within a high school environment. Students and staff will use the circle process to build relationships with each other and work on developing qualities which will empower students to make better decisions regarding their behavior, thus reducing conflicts both in and out of school. (We will be submitting a course proposal for an English version of the course. Currently this is a district Social Studies course)

Course: Empowerment (Submitting course proposals to be approved by district)

Taken: Sophomore

Credit: .5 cr. - Elective...

Description: Combining concepts explored in Citizenship and Ethnic Studies courses, Empowerment provides the student with an opportunity to better understand her/his rights, responsibilities, and roles in a systematically, unequal society. The course focuses primarily on exploring the barriers minority groups face within, but not limited to, American social institutions and identifying different means to improve and give voice to the communities they are a part of. Typical units include the inquiry of the role students in an often divisive society, students' rights/responsibilities within federal, state, and local governments, minority groups within the national and international arena, challenging definitions of self-identity and family, the American educational system, the American economic system, and social justice issues our country and world face. Since a multi-ethnic/multi-cultural/non-sexist approach is used throughout this course, students will better understand and appreciate the pluralistic nature of American Society.

Course: Leadership (Submitting course proposals to be approved by district)

Taken: Junior

Credit: .5 cr. - Elective...

Description: Leadership continues the concepts and themes explored within Empowerment and begins to engage students directly in local and national communities. Collaborative processes, as well as independent skills, are utilized to create semester-long class projects to engage the surrounding community. Leadership introduces students to basic leadership skills, laying the groundwork for future participation in the Internship Program. Competencies required for this course: Demonstrate knowledge of the rights, responsibilities, privileges, and freedoms of good citizenship. Demonstrate ability to think and act on ways to better the community. Demonstrate ability to communicate effectively, plan, execute, and assess community-based projects, and knowledge of effective leadership skills.

Course: Internship Program (Currently being developed by district)

Taken: Senior

Credit: .5 cr. - Elective in Subject Area that Corresponds with Internship

Description: The Internship Program offers students who have demonstrated appropriate work related behaviors, academic excellence, and social-emotional soundness the opportunity to enter post-secondary careers and college exploration through an internship experience. Students receive academic supports and job coaching from classroom teachers and their Internship Coordinator in order to receive high school credit. The internship program is dedicated to engaging students in their local communities and facilitate learning that comes with an experience with community partners and organizations. This program is reserved for seniors who have been able to go through the necessary courses - Restorative Practices, Empowerment, Leadership - to encourage civic engagement. (We will follow the MPS approved course guidelines.)

Appendix J: Governing Body By-laws

**New School for Youth Empowerment
School Governance Council Bylaws**

Article I: Name, Location, Fiscal Year

Section 1.1 Name: The name of the organization shall be New School for Youth Empowerment (NSYE) School Governance Council

Section 1.2 Location: The location of the facility shall be in the Milwaukee Public School District.

Section 1.3 Fiscal Year: The fiscal year of the School shall coincide with the fiscal year of the Early Start high school calendar for Milwaukee Public School District.

Article II: Vision, Mission, and Dedication

Section 2.1 Vision: The NSYE School Governance Council envisions a community of parents, teachers, students, educational and business leaders working together to create a nurturing and supportive environment where children of all races, creeds, religions and special needs, develop a love of learning and acquire a strong foundation on which to build a lifetime of knowledge.

Section 2.2 Mission: The mission of NSYE School Governance Council is to focus and ensure the mission and goals of the New School for Youth Empowerment Charter School and to carry the mission of the school into the community. This mission will be accomplished through focusing on the fundamental values of the New School for Youth Empowerment Charter School. Its importance is to the concerns and needs of the parents, children and staff as it relates to the school's operations and its financial base.

Section 2.3 Dedication: The dedication of the NSYE School Governance Council are as follows:

- A. To ensure that the Mission Statement is adhered to in all activities and decisions of the Council, and the daily activities of the staff, students, parents and school advisory committees as it relates to the School's operations.

- B. To serve as final authority in matters affecting staffing, budget, curriculum, calendar decisions and school concerns, and to ensure that these are consistent with and promote the educational goals of the Mission Statement and official School policy.
- C. To encourage faculty, parents and students to be aware of and responsive to the needs and concerns of the school as a whole, and of the unique learning styles, challenges and talents of individual students.
- D. To act as the official voice of the New School for Youth Empowerment with regards to public information, media contacts and public relations.

Article III: Operation Council

Section 3.1 Composition: The School Governance Council shall maintain be comprised of no more than 49% staff from NSYE and no less than 51% of non-staff from NSYE. These individuals are made up of: parents, community members at large, who may or may not be a parent, students and alumni of NSYE, staff members of the School, and the teacher in charge. Only one parent per family may serve on the Council at a time.

Section 3.2 Term: The initial Council shall hold office until their successors are elected or their earlier deaths, resignations or removal at which successors will be appointed according to procedures under Section 3.3, Vacancies. Council members, other than the teacher in charge, shall hold office for three-year terms. Each Council member shall hold office until the first Council meeting following an election in the year in which his/her term expires. Council members may be elected to serve consecutive terms of office.

Section 3.3 Vacancies: In the event of dismissal or resignation from the Council, volunteers to serve the remainder of the term of any particular seat will be asked to apply. A volunteer will be selected by a vote of the Council from those interested.

Section 3.4 General Powers and Duties: The School Governance Council shall manage the academics, business, and affairs of the School. By way of illustration, but not limitations, the School Governance Council shall have the following powers and duties, consistent with federal and state laws.

- A. To make decisions on behalf of the organization and report its civilities to the Milwaukee Public Schools Board of Education, including without limitation, a written revenue and expenditure report, quarterly reports concerning its operations, including progress made toward its educational goals and objectives, policy development issues, student attendance, student disciplines information and personnel matters.
- B. Preparation and approval of the annual budget of the school, approval of the administrative policy of the school including but not limited to, the number of days of the School year, the School's hours and all other policy which the Council deem necessary and proper, provided however, that all matters relating to the curriculum of the School

shall be the sole responsibility of the teachers of the School so far as they meet or exceed the Common Core State Standards..

- C. To arrange for facilities for the operation of the School and such other matters, as may be deemed necessary and proper by the Governance Council for the successful operation of the School.
- D. To request the withdrawal of any member of the Governance Council if such a member does not fulfill (i) the participation requirements of the School, or (ii) the other obligations as may be reasonably requested by the Governance Council. Further, the Governance Council may request the withdrawal of an Governance Council member if the Governance Council determines that the withdrawal of such member is in the best interest of the School.
- E. To nominate prospective members of the Governance Council.

Section 3.5 Resignation and Removal: Any Council member may resign at any time by giving thirty days prior written notice to the teacher in charge. It is the responsibility of the resigning member to complete satisfactorily all on-going projects and responsibilities before resignation will take effect. Any member of the Council may be removed at any time, with cause, by an affirmative vote of a quorum of the remaining Council members, whenever, in their judgment the best interests of the School are served by the removal.

Section 3.6 Compensation: Members of the Council are considered volunteers and shall receive no compensation of any means for their services as members of the NSYE School Governance Council.

Section 3.7 Attendances: Attendance at Governance Council meetings is mandatory. Missing 50% of meetings without prior Council approval is grounds for immediate dismissal from the School Council at the council's digression.

Section 3.8 Code of Conduct: NSYE recognizes its Governance Council as one of its greatest assets. The purpose of the code of conduct is to guide and enhance the conduct of the Governance Council in performing their duties of the school.

- As a member of the NSYE School Governance Council, I will strive to improve public education for all children, and to that end, I will:
- Attend all scheduled Governance Council meetings insofar as possible;
- Recognize that I have no legal authority outside the Governance Council meetings, and that all decisions of the Governance Council will be made at a public meeting where a quorum of the Governance Council is present and only after a thorough review of all the available information;
- Work in harmony with the rest of the Governance Council members to always promote and preserve the integrity of the Governance Council;

- Avoid speaking on behalf of the Governance Council except at those times when the Governance Council, by official action, authorizes me to do so, and respect the confidentiality of information that is privileged under applicable law;
- Upgrade my performance as a Governance Council member by informing myself about current educational issues by individual study and through participation in programs provided by the local school district and by the state and national school Governance Council associations;
- Support the employment of those persons best qualified to serve as school staff and make every effort to ascertain that all employees are properly remunerated for their services, and that they are dealt with fairly in the performance of their duties;
- Avoid being placed in a position of conflict of interest and refrain from using my Governance Council position for personal or partisan gain;
- Accept that my primary function is to establish School policy and culture, and success of the School's mission and vision;
- Welcome and encourage active participation by citizens for better understanding of their needs and improvements of relations with the public that I serve;
- Strive to promote and perpetuate our democratic way of life;
- Remember that my first and greatest concern must be the fair and equal educational opportunities for all students attending NSYE.

Section 3.9 Council Members Conflict of Interest: A conflict of interest is a transaction with the Organization in which a member of the organization has a direct or indirect interest. Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of the by-laws to maintain public confidence and prevent the use of public office for private gain. In order to avoid conflicts of interest, it is the policy of the Council not to contract with Council members. Council members shall disclose any known or potential conflicts of interest in writing to the Council prior to the time set of Voting on any such transaction and shall not vote on the matter or attempt to influence the decisions of any Council members in voting on the matter. The written disclosures will be attached to the minutes of the meeting in which Council action occurred relating to the matter disclosed.

Article IV: Duties

Section 4.1 Parents: Governance Council parents are responsible for soliciting input from the parental community with respect to the issues of concern to the Governance Council. Parent members shall relay Governance Council activities to the parent community at large, as well as to any parent organizations. The Governance Council shall have the responsibility of training and informing incoming parents elected to the subsequent Governance Council. Parent members shall have the responsibility of promoting the organization of a parent group.

Section 4.2 Faculty/School Staff: School staff Governance Council members are responsible for soliciting input from the faculty and staff with respect to issues of concern to the Governance Council. School staff members shall report to faculty and staff, as well as to outside teacher/staff

organizations. Faculty members shall present the school's education plan to the Governance Council for input. Faculty members shall be responsible for playing an active role in addressing issues such as curriculum additions/deletions, grading practices, standards, test scores, building concerns, staffing needs, and resource/budget concerns.

Section 4.3 Students: Student members shall report Governance Council activities to the student body and shall solicit student input and areas of concern for presentation to the Governance Council. Student members shall be responsible for organizing student representative groups when there are none.

Section 4.4 Community Members/Partners: Community members are responsible for soliciting input from the local community with respect to the issues of concern to the Governance Council. Community members shall have the responsibility of contributing to the internship program and providing input on the effectiveness of the program. In addition, community members are responsible for reaching out to local businesses, partners, and community-based organizations to engage in dialogues with NSYE. The Governance Council shall have the responsibility of training and informing incoming community members elected to the subsequent Governance Council.

Section 4.5 Teacher in Charge: The teacher in charge is responsible for keeping the Governance Council informed of all relevant school information and for keeping the minutes from all Governance Council meetings. The teacher in charge shall assist in promoting new programs at the school. The teacher in charge shall seek the active participation of the Governance Council in deciding all school budget matters and shall present to the Governance Council in a timely fashion all information dealing with programming and budget items. The teacher in charge shall be responsible for creating and distributing an email of Governance Council activities and agendas to school members and shall provide administrative support for Governance Council members seeking supplies and/or resources.

Article V: Governance Council Member Selection

Section 5.1 Faculty: The selection of faculty to serve as Governance Council members will be held during the month of March. Faculty members will need to apply and interview with the Governance Council. Interviews must be held before the end of March. The teacher in charge will announce selected faculty members during an all-staff meeting within the first week of April.

Section 5.2 Parents, Students, and Community Members: The selection of parents, students, and community persons to serve as Governance Council members shall be held during the month of April. Interviews must be held before the end of April. The teacher in charge will announce selected faculty members during an all-staff meeting within the first week of April.

Article VI: Officers of the Governance Council

Section 6.1 President: The President, shall be the teacher in charge of the School. The President, shall in general, supervise and support the business and affairs of the school, and shall see that all orders and resolutions of the Governance Council are carried into effect. The President shall perform all duties and may exercise all right as are stated in the approved charter for NSYE, these Bylaws and with approval of a majority of the Governance Council. The President shall be an ex-officio member of all committees and shall preside at all meetings of the Governance Council. The President will stay abreast of all legislative business pertaining to the School and will act as liaison with Milwaukee Public Schools as an advocate for NSYE.

Section 6.4 Secretary: The Secretary shall keep accurate minutes of all meetings of the Governance Council, and shall perform all the duties commonly incident to such office, and shall perform such other duties and have such other powers, as the Governance Council shall designate. The Secretary will be in charge of putting out notices to Governance Council members and sign official documents along with the President. In the Secretary's absence at any meeting another member of the Council shall perform such duties thereat.

Article VII: Meetings

Section 7.1 Regular Meetings: Regular meetings of the Governance Council shall be determined at the August meeting of the Governance COUncil. This schedule will be posted it he school office. Any member of the New School for Youth Empowerment community may attend any and all meetings. Each meeting will be followed by a 15-30 minute open forum that will give non-Governance Council members the opportunity to speak to agenda items for the next Governance Council meeting. All decisions made by the Governance Council shall be made by consensus. Only official Governance Council members may participate in the consensus negotiations. Discussion by the Governance Council members shall continue until a consensus decision is reached. In the event that consensus is not reached in a reasonable amount of time, the Governance Council members may ask to table the discussion until the next meeting. If unable to reach consensus at the next Governance Council meeting, a vote will be taken where majority rule. The minutes of the meeting shall record present and absent members. The Governance Council Secretary shall be responsible for taking attendance and recording minutes.

Section 7.2 Executive Session: Executive meetings of the Governance Council may be called by or at the request of the teacher in charge. The teacher in charge may fix any place, either within or outside of the NSYE location as the need arises, as the place for holding any executive meeting of the Governance Council.

Section 7.3 Notices: Notice of any executive meeting of the Governance Council shall be given at least three (3) days prior by written notice, delivered personally, mailed, emailed, or by phone. Neither the business to be transacted, nor the purpose of, any regular or special meeting of the Governance Council need be specified in the notice of such meeting.

Section 7.4 Quorum: At any meeting of the Governance Council, the presence of a majority of members (51%) shall constitute a quorum for the transaction of business, but a lesser number will adjourn any meeting and the meeting may be held as adjourned without further notice.

Section 7.5 Attendance via Telephone Conference Call: Except to the extent otherwise provided by law, any meetings of the Governance Council may be attended by any of the Governance Council Members by means of a conference telephone (or similar communications equipment) when it is otherwise difficult or impossible for the member to attend the meeting in person, provided that each member participating by conference telephone can be identified when speaking, all participants are able to hear each other at the same time and members of the public attending the meeting are able to hear any other member of the Governance Council who speaks during the meeting. Such attendance shall constitute presence by the Governance Council member as is in person at such meeting and for purposes of determining a quorum. Any action taken by the Governance Council at such meeting shall constitute a valid action of the Governance Council.

Article VIII: Contracts and Grants

Section 8.1 Contracts: All contracts must be evaluated by the Governance Council and intent to proceed on the contract must be secured through consensus agreement of the Governance Council. Only the teacher in charge, in consultation with the Governance Council and with joint agreement, shall be authorized to enter into any contract and to execute and to deliver any instrument in the name of and on behalf of the School.

Section 8.2 Grants: The teacher in charge may accept on behalf of the School any contribution, gift, grant, bequest or devise for the general purpose of any special purpose of the School. Donations of the above must be reported to the Governance Council at the next scheduled meeting. The teacher in charge acts as the Governance Council's agent and have the Council's consent to pursue and accept monies to support school activities. All potential donors are asked to submit a letter detailing the nature of the gift and any designated purpose toward which it must be used, if applicable, to the teacher in charge who will bring it to the attention of the Council. The Governance Council will also review and make recommendations on the acceptance or rejection of all proposals.

Article IX: Books and Records

Section 9.1 Books and Records: The Secretary of the Governance Council shall keep on behalf of the School, minutes of the proceedings of its members, Governance Council and Committees, and shall keep at its registered or principal office and on its website a record giving the names and addresses of the Governance Council members and operating committees. All records of the School are considered public documents and may be inspected at any time. However, student records, personnel records and any other record protected under privacy laws are excluded from this provision.

Article X: Evaluation

Section 10.1 Evaluation: The effectiveness of the Governance Council shall be evaluated by an assessment of the results of decisions and the amount of satisfaction with decisions made by the Governance Council. A survey format will be used in late spring to determine Governance Council effectiveness, with the opportunity to make suggestions for improving Governance Council performance.

Article XI: Amendment

Section 11.1 Amendments: These bylaws may be altered, amended or repealed, in whole or in part, or new by-laws may be adopted by the Governing Council, provided however, that notice of such alteration, amendment, repeal or adoption of the new bylaws be contained in the notice of such meeting of the Governance Council. All such amendments must be approved by an affirmative vote of at least two-thirds (2/3) of the entire Governance Council then in office at a duly noticed regular or executive meeting of the Governance Council.