

APPENDICES



Northwest Opportunities Vocational Academy

SY 2021-24

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Appendix A: NOVA Sample Daily Schedule 2021-22 (Teacher & Student)
NOVA HIGH SCHOOL- TRIMESTER 1 SCHOOL SCHEDULE: 2021-2022

Teachers	ALL Staff 8:00-9:00am	1st hour 9:00am- 10:00am	2nd hour 10:03am- 11:03am	3rd hour 11:06am- 12:06pm	4th hour 12:43pm- 1:43pm	5th hour 1:45pm- 2:45pm	6th hour 2:48pm- 3:48pm	Office Hours/ Tutoring 3:48pm- 4:15pm
Ms. Coleman Rm: 204	Teacher Planning Hour/Duties	Competency	Competency	Competency	Prep	Competency	Competency	
Mrs. Johnson Rm. 201	Teacher Planning Hour/Duties	English 9	English 10	Composition	BRIDGES	Prep	Short Fiction	
Ms. Wilson Rm. 203	Teacher Planning Hour/Duties	Algebra 1	Algebra 2	Prep	BRIDGES	Geometry	Algebra 1	
Science Rm. 205	Teacher Planning Hour/Duties	Environmental Sci	Prep	Astronomy	BRIDGES	Earth Science	Chemistry	
Mr. McCreedy Rm. 206	Teacher Planning Hour/Duties	Prep	World History	Citizenship	BRIDGES	Citizenship	US History	
Mrs. Collier Rm. 202	Teacher Planning Hour/Duties	Personal Economics	Justice & You	Reading Intervention				
Mr. Johnson Rm: 202	Teacher Planning Hour/Duties	Flex Blended Learning Coordinator/ Outbound Learning Coordinator			BRIDGES	Flex Blended Learning Coordinator/ Outbound Learning Coordinator		
Ms. Bridges Rm: 204	Duties				BRIDGES- Competency			
Mrs. RK	Duties	Edgenuity	Edgenuity	Counseling	BRIDGES	Edgenuity	Counseling	
Mr. Serocki/ Ms. Handley	Teacher Planning Hour/Duties	Supporting in Classes						

Lunch 12:06-12:40pm

*****This schedule is subject to change based on students' needs and class availability.**

Flex Blended Schedule*

Blended

- Students will choose to attend school on Mon/Tues/Wed OR Wed/Thurs/Fri and will attend classes remotely on the other days.
- Students will be programmed in classes based on the in-person traditional calendar.

Flex Blended

- Students will attend classes synchronously on all days; with asynchronous days discussed if needed.
- Students will be able to seek assistance from teachers during office hours and by appointment.

*Blended/Flex Blended schedules will ONLY be provided on a case by case basis. Students will sign contracts outlined with specific timelines and goal benchmarks. If the benchmarks are not consistently met, students will be asked to return for in-person instruction.

Competency

Competency students will complete all classes through the Competency Program.

- If students in Competency have met enough graduation requirements, they can be placed in the program on an Afternoon schedule (4th-6th hours) OR Morning schedule (1st-3rd hours).

SAMPLE SCHEDULES

Sample Blended Schedule#1

Mon-Friday

1st-3rd hours in person (9:00am-12:06pm)

Lunch period- travel home (12:06-12:46pm)

4th-6th hours virtually (12:46pm-3:48pm)

Sample Blended Schedule#2

Mon-Friday

1st-3rd hours virtually (9:00am-12:06pm)

Lunch period- travel to school (12:06-12:46pm)

4th-6th hours in person (12:46pm-3:48pm)

Sample Blended Schedule#3

Mon/Wed/Fri

1st-6th hours in person (9:00am- 3:48pm)

Tues/Thurs

1st-6th hours virtually (9:00am-3:48pm)

Sample Blended Schedule#4

Mon/Tues/Wed

1st-6th hours in person (9:00am-3:48pm)

Thurs/Fri

1st-6th hours virtually (9:00am-3:48pm)

Sample Competency Schedule

Based on credits earned

All Day: Mon-Fri (9:00am-3:48pm)

Morning: Mon-Fri (9:00am-12:46pm)

Afternoon: Mon-Fri (12:06pm-3:48pm)

The Outbound Learning Experience schedules (internships/externships/community service) will be based on the schedule that the organization provides as well as student graduation requirements and classes. Each student will be scheduled individually for their experience.

Appendix B: Program Description



The Northwest Opportunities Vocational Academy

Mission: Graduating proficient, confident, and respectful young scholars with the educational and social skills necessary to compete in our ever-changing world.

NOVA's vision is to guide each student in finding their individual purpose in life in order to make a positive contribution to their communities, be responsible digital citizens, and live a full and healthy life. Founded in 1993 as an alternative, school-to-work program for "at-risk" students residing on the northwest side of Milwaukee, NOVA has a long history of offering students career-based learning. In partnership with Milwaukee Public Schools, NOVA is one of TransCenter for Youth's small high schools with only 110 students. We believe our small size allows the NOVA staff to build relationships with each student in an effort to provide a unique learning environment to not only help students earn their high school diploma, but to prepare students to live a full, healthy life after graduation.

Small Learning Community

- ❖ Small learning community: average class sizes have less than 20 students.
- ❖ Personalized setting: students treated as an individual.
- ❖ Positive, caring relationships: respect and responsibility modeled and practiced
- ❖ Restorative Justice: integrated school wide to practice discipline with dignity

Variety of Learning Opportunities

- ❖ Traditional high school courses taught in trimesters, with the ability to earn at least 9 credits per school year.
- ❖ Competency-based diploma option for those who qualify. This allows students who are at least 17 years of age and 1-year behind their cohort an opportunity for accelerated programming towards graduation.
- ❖ Students can work and learn in the classroom and at home with the use of Google Classroom and access to devices, including wi-fi hotspots and 1:1 chromebooks.
- ❖ Flexible scheduling available to meet individual student needs including flex blended learning options and in person instruction.

Integrated Career-Based Learning

- ❖ Preparation for post-secondary education, workplace, and active citizenship through our Academic and Career Planning (ACP).
- ❖ Integration of Social Emotional Learning (SEL), employability skills, and financial literacy taught schoolwide.
- ❖ Career exploration including college tours, college and career fairs and workshops.
- ❖ Internships, apprenticeships, and work-based learning experiences.
- ❖ Dual-credit earning opportunities (ability to earn high school and college credit at the same time) through our partnerships with area colleges and programs at MATC, Mount-Mary, UW-Milwaukee and Alverno.

NOVA is located in the COA building, which provides additional resources including an after-school teen program, food pantry, daycare, and more!

Schoolwide Programming Details

Career/College Fairs: Special events that help students think about their specific interests, talents and abilities in relation to potential careers. Designed to build confidence by networking with professionals that can assist in obtaining the necessary skills, education, and pre-requisite skills/courses for success after high school.

College Tours

- At least 3 day trips will occur for students to tour local colleges and universities.
- At least 1 college fair trip will be open for all students each year.

Career Opportunities: Special opportunities designed to help students think about their specific interests, talents and abilities in relation to potential careers and vocational fields.

BUILDING RELATIONSHIPS, INTRODUCING DIVERSE GOALS, EXPECTING SUCCESS (BRIDGES) Advisory:

The goal of BRIDGES is to provide educators with strategies to purposefully build positive relationships with students and ultimately teach students how to build positive relationships with others. Programming will include:

- **Social Emotional Learning** activities will promote wellness by coaching students as they learn to develop culturally responsive practices, relationship skills, and interpersonal skills. Those skills help participants develop and maintain safe, healthy relationships, employability skills, mindfulness, empathy for others and address stress from current and past trauma. Using the Wisconsin SEL Standards framework and curriculum alignment tools will help our students set goals, practice skills, monitor and self-reflect. We want our students to maintain resilience to overcome barriers that keep them from achieving in school and in daily life. SLPs (Student learning plans) will be completed at the time of enrollment, reviewed throughout the year with staff during advisory, parent teacher conferences, and by appointment. Students will also self-reflect and progress monitor their plans.
- **Advisor:** A person who is designated to advocate for a student. The Advisor will work closely with students, parents, and teachers to monitor student progress.
- **Career Guidance and Counseling:** Designed to help students plan, set goals, self-monitor, and determine post graduate plans.
- **Career Exploration (Xello):** Provides in-depth exposure to career options for students. Activities include writing, review of local and global labor markets, research of particular careers of interest, and identifying the pre-requisite qualifications to enter a given industry.

OUTBOUND LEARNING EXPERIENCE (Trimester)

Community Service: Encourages students to learn and develop through active participation in thoughtful service experiences that meet actual community needs.

Dual Credit Earning

Students will participate in Dual-credit earning opportunities through our partnerships with area colleges and programs at MATC, Mount-Mary, UW-Milwaukee and Alverno. Participating students will earn high school and college or technical credits while completing their high school requirements.

MATC, UW-Milwaukee & Mount Mary Dual Credit Earning Option

- 11-12th grade students may participate in the MATC, UW-Milwaukee, and/or Mount Mary Dual credit earning opportunities. Courses vary by interest, please see possible list of classes below.

Alverno Girls in Science Dual Credit Earning Option

- Interested girls can take the Friday night Girls in Science course, with an opportunity to earn a scholarship to Alverno.

Class offerings could include:

- English
- Math
- Economics
- Psychology
- CNA
- Welding
- Construction
- Computer Science

Career Exposure: Connect students to local businesses and organizations in the community. Provides experience such as work experience, job shadowing, tours, entrepreneurship, and workshops for the students.

Portfolio (Xello): Students will produce a collection of work that documents their Outbound Learning Experience as well as a performance evaluation from the business or organization of assignment.

INTERNSHIP/APPRENTICESHIP PROGRAM (Trimester)

Internship: This experience allows students to work for an employer for a specified period of time to allow students to learn a particular business, industry, or profession.

Apprenticeship: This experience combines school and work based learning in a specific area of interest. It is designed to lead directly to post secondary education or entry-level positions within a specific industry or occupation.

Committed Business Partners

- Carter Drugs
- A Goodman's Desserts
- COA- Children's Outing Association
- Milwaukee Repertory Theater
- ACLU-American Civil Liberties Union Wisconsin
- Diversified Quality Services (DQS)
- Peace Learning Center- Milwaukee
- Legacy Transit, LLC.

OTHER CREDIT EARNING OPPORTUNITIES ADDRESSING CREDIT DEFICIENCY

Competency: The Competency Program is a program that helps students who are at least 17 years and older and a year or more behind their cohort to help them to progress towards graduation. The Competency model uses project based learning to help students complete classes faster by showing the ability to be proficient on bigger class concepts. The pace of competency depends on the student; we have students who can finish the projects for the classes in as fast as a week to a month. Starting in 2021-22 SY, students who are in the Competency program will take all of their classes through the program, and may have the option to complete Competency requirements in the morning or in the afternoon on a case by case basis.

Edgenuity: Edgenuity is an online platform that students can use to complete credit recovery courses to make up classes or accelerate the classes that they need to take for graduation. Students can do the classes at their pace, completing assignments, quizzes, and tests, as long as the items are unlocked for completion.

SCHEDULE

Trimester Schedule

Starting in the 2021-22 SY, NOVA High School will be operating in a trimester schedule, so students will have more opportunities to earn credits. Each trimester, students will have the ability to earn 3.0 credits (6 classes per trimester), in addition to earn more credits through the use of Edgenuity. This allows students who are academic years behind to earn enough credits to possibly graduate with their cohort if taken in the right time frame.

Flexible Scheduling

- **Blended Learning**

For NOVA, Blended Learning is the general description referring to a combination of face-to-face instruction and learning that happens outside of the school building. These models may include completing coursework online, experiential opportunities, internships and apprenticeships.

- **Flex Blended Learning**

In Flex Blended Learning, the teacher is on-site and students learn mostly from the school building itself, however they can join the lessons remotely. Teachers and other staff provide face-to-face, individualized support through small-group instruction, group projects, and individual tutoring. This option is commonly used in career and advisory courses seeking to provide outside of school opportunities for students. It should be noted that teachers will offer virtual assistance to students when they are unable to join classes synchronously or need additional support.

In an effort to serve our population, we want to create the option for a Flex Blended learning model. This opportunity will be granted on a case-by-case basis and will be reviewed by our Flex Blended Learning Coordinator to make certain that students are progressing towards graduation.

Home visits will be completed, daily attendance check-ins will occur, and office hours with teachers will ensure that students are supported. It is important that students have the tools necessary for success, and more importantly, students are developing skills and passing classes. If a student is not meeting attendance and/or assignment completion criteria, the student will be asked to complete a RESET meeting to address any challenges and can possibly be returned to an exclusive “in-person” schedule. This programming option will be available for students identified below:

- Young parents (especially those who are having difficulty with childcare or a child who may be sick long/short term)
- Pregnant students who may have been placed on bedrest
- Independent students who are working to support themselves and their families and whose work schedules prevent an in-person school experience
- Students with ongoing medical conditions or a student who has a family member with significant health issues that prevents a student from having an in-person school experience.

Appendix B (Cont.): Implementation Plan 2020-2024



PLAN FOR IMPLEMENTATION	
<p>2021-2022 <u>Year 1</u></p>	<ul style="list-style-type: none"> ● Graduation requirements will be 18 credits for all students. ● ALL students will be provided the opportunity to earn at least 9.0 credits per school year with the change from semesters to trimesters. Students can earn additional credits by utilizing Edgenuity as well. ● ALL Students will get Academic Career Planning (ACP) <u>BRIDGES ADVISORY:</u> <ol style="list-style-type: none"> 1. (SEL) 2. Employability Skills (Job Readiness/Xello) 3. Career Planning (Job Fairs, College Tours, Community Workshops) ● Pilot 5 students (Trimester 3) Outbound Learning Experiences ● Pilot 5 students (Trimester 3) in an Internship/Apprenticeship Program ● Blended/ Flex Blended schedule will be available for students beginning in Trimester 2
<p>2022-2023 <u>Year 2</u></p>	<ul style="list-style-type: none"> ● Enroll students in Outbound Learning Experience. <ul style="list-style-type: none"> ○ GOAL: 10 students each semester ● Enroll eligible in Internship/Apprenticeship Program. <ul style="list-style-type: none"> ○ GOAL: Enroll 10 students each semester
<p>2023-2024 <u>Year 3</u></p>	<ul style="list-style-type: none"> ● Full Implementation

Appendix C: School Calendar & Identification Form 2021-22



**MILWAUKEE
PUBLIC SCHOOLS**

Office of Communication and School Performance
 Department of Contracted School Services
 5225 W. Vliet Street
 Milwaukee, WI 53208
 (414) 475-8140 • mps.milwaukee.k12.wi.us
 Fax (414) 475-8471

School Calendar Identification Form 2021-22 School Year

SCHOOL NAME: Nova High School SITE #: 450 PHONE #: 414-874-0283

SCHOOL HOURS (student day): 9:00am- 4:15pm GRADE LEVELS: 9-12th grade

CONTACT PERSON: Pat Bridges CONTACT PHONE #: 414-874-0283

First Day of School: August 16th, 2021 Last Day of School: May 26, 2022

We **WILL** be using the **exact** MPS approved calendar for the _____ school year; we will not deviate from the MPS Calendar and will use the same mark period dates. **Traditional** **Early Start**

We will **NOT** be using the exact MPS approved calendar for the **2021-2022** school year.

Please complete all information below and attach the new calendar:

Attendance will be recorded: **Each Period (courses scheduled)** **XAM/PM Homeroom (NO courses scheduled)**

Report Card (*Choose One*) MPS 2 Semesters **MPS 3 Trimesters** **MPS 4 Quarters** **Other:** _____

Report Card Term Dates (Indicate the appropriate dates for the type of report card system you will have):

Start 8/16/2021 Finish 10/29/2021; Start 11/1/2021 Finish 2/11/2022
 Start 2/16/2022 Finish 5/26/2022; Start _____ Finish _____
 Start _____ Finish _____; Start _____ Finish _____

For accurate attendance, each date in the school year must be correctly coded. You MUST attach an official calendar with all weekday dates clearly indicated as school days/non-school days, with reason.

Indicate the dates and the reasons that your school will **NOT** be in session for students (*do not include Saturdays and Sundays*). You must include holidays, professional development days, parent teacher conference days, and all days when students will not be in attendance.

Date	Reason-No Student Attendance
9/3/2021; 9/6/2021	Labor Day Break
10/22/2021	Parent Teacher Conference Day off
10/25/2021	October Break
11/15/2021	Professional Development Day
11/24- 11/26/2021	Thanksgiving Break

Date	Reason-No Student Attendance
2/14- 2/15/2022	Mid-Semester Break & PD Day
3/18/2022	Parent Teacher Conference Day off
3/28-4/1/2022	Spring Break
4/15; 4/18/2022	April Break
4/19/2022	Professional Development Day

Start. Stay. Succeed.
Comienza. Quédate. Triunfa.

12/23/2021	Professional Development Day
12/24/2021-1/3/2022	Winter Break
1/17/2022	MLK Day

5/16/2022	Professional Development Day
5/27/2022	Professional Development Day/ Record Day

ANY DATES ADDED TO THE CHARTS ABOVE MUST EXACTLY MATCH ANY SUBMITTED OFFICIAL CALENDAR

In addition to Infinite Campus, please indicate any other Student Information System utilized by school: N/A

NOVA HIGH SCHOOL

2021 - 2022 School Calendar

August '21						
Su	M	Tu	W	Th	F	S
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 '21						
Su	M	Tu	W	Th	F	S
			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 '21						
Su	M	Tu	W	Th	F	S
					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 '21						
Su	M	Tu	W	Th	F	S
	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 '21						
Su	M	Tu	W	Th	F	S
			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 '22						
Su	M	Tu	W	Th	F	S
						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 '22						
Su	M	Tu	W	Th	F	S
		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 '22						
Su	M	Tu	W	Th	F	S
		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 '22						
Su	M	Tu	W	Th	F	S
					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 '22						
Su	M	Tu	W	Th	F	S
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				

Calendar Legend

- First Day of School (Semester)
- Break/Day Off
- Parent Teacher Conference Day Off
- Professional Development Day
- Last Day of School (Semester)

Appendix D: Course Offerings & Graduation Requirements



Possible Course Offerings for 2021-2024 School Years

<p>Social Studies</p> <ul style="list-style-type: none"> - Citizenship (S1/S2) - U.S. History (S1/S2) - World History (S1/S2) - Minorities in American Society - Justice & You (S1/S2) - Personal Economics - Contemporary World Affairs (S1/S2) - Survey of African American History 	<p>Science</p> <ul style="list-style-type: none"> - Environmental Science (S1/S2) - Biology (S1/S2) - Chemistry (S1/S2) - Astronomy (S1/S2) - Astrobiology (Yearlong course) - Earth Science (S1/S2) - Human Physiology & Anatomy - Physics (S1/S2) - Botany
<p>English</p> <ul style="list-style-type: none"> - Communications Media - Literature of Protest - English 9 (S1/S2) - English 10 (S1/S2) - Short Fiction - American Ethnic Lit (S1/S2) - Contemporary Literature - Composition - Writing Laboratory - African American Literature - Creative Communication 	<p>Electives</p> <ul style="list-style-type: none"> - Personalized Math (S1/S2) - Personalized Reading (S1/S2) - Leadership/Literacy Skills (S1/S2) - Exploring Comp Science (S1/S2) - Education Participation/Comm. Service (S1/S2/S3/S4) - Strategies for Academic Success (S1/S2) - Employability Skills (S1/S2)
<p>Math</p> <ul style="list-style-type: none"> - Algebra (S1/S2) - Geometry (S1/S2) - Algebra 2 & Trigonometry (S1/S2) - Integrated Math 1 (S1/S2) - Integrated Math 2 (S1/S2) 	<p>Phy. Ed/Fine Arts</p> <ul style="list-style-type: none"> - Comprehensive PE - Lifetime Sports - Fit for Life - Drama - Art Foundations - Chorus

CLASS OF 2022 AND BEYOND GRADUATION REQUIREMENTS

Required 18.01 credits in the following areas:

- **4.0 units: English Language Arts** (Eng. 9; Eng 10; English electives)
- **3.0 units: Mathematics** (courses at or above the algebra level)
- **3.0 units: Science** (content with laboratory studies in the life and physical sciences)
- **3.0 units: Social Studies** as follows:
 - **1.0 unit of US History**
 - **1.0 unit of World history** (World Geography or World Studies can count)
 - **1.0 unit of Citizenship** (American Government & Economics can count)
- **1.5 units: Physical Education**
- **0.5 unit: Health**
- **1.0 unit: Fine arts** (Art, Music, Dance, or Theater)
- **1.0 unit: College and Career readiness**
- **1.0 unit: Electives** (A variety of electives are available including but not limited to **College and Career readiness, Fine Arts and work study**)
- **0.01 unit: In ONE of the following options: online learning, community service experience, or service-learning**

Notes:

- **All students in Wisconsin must pass the Wisconsin Civics test in order to be eligible for graduation.**



Community Partnerships Contact List

BUSINESS	PATHWAY	CONTACT PERSON	COMPANY/AGENCY DESCRIPTION
Carter Drugs	Health Science	Patrice Townsend 2400 W. Burleigh St Milwaukee, WI. 53206 (414) 442-8760	Carter Drugs/Hayat Pharmacy is a locally owned pharmacy in the greater Milwaukee area. Beloved Dr. Lester Carter is the owner of Milwaukee's only black-owned pharmacy. Dr. Carter, who is known for owning the iconic Carter Drug Store on 24th Burleigh, has been a staple in the African American community for more than 50 years.
A Goodman's Desserts	Agriculture, Food, Natural Resources	Alan Goodman 2308 W Wisconsin Avenue MILWAUKEE, Wisconsin 53233 alan@agoodmansdesserts.com (414) 202-9729	"A Goodman's Desserts will now join the ranks of some of the world's greatest start-ups located in the Near West Side, including iconic brands like Harley-Davidson and MillerCoors," said Keith Stanley, executive director of NWSP. Owner Alan Goodman, creates scratch-made desserts from family recipes. Specialties are varieties of Good Bread Pudding, Good Butter and Lemon Cookies and Good Lemon Pound Cake. A Goodman's Desserts, LLC, established in October 2018.
COA- Children's Outing Association	Human Services	David White-Goldin Director 2320 W. Burleigh St Milwaukee, WI 53206 dwhite@coa-yfc.org (414)449-1757	COA Youth & Family Centers helps Milwaukee children, teens and families reach their greatest potential through a continuum of educational, recreational and social work programs. COA's programming continuum consists of three core focus



			<p>areas. Family is at the center of all we do: Early Childhood Development (Early Child Education, Home Instruction for Parents of Preschool Youngsters (HIPPIY), Family Resource Centers), Youth Development (Pre-Teen and Teen Programs, Camp Helen Brachman, Community Learning Centers), and Community Development (Direct Services, Partnerships, and Referral Networks for the Amani and Riverwest Neighborhoods).</p>
<p>Milwaukee Repertory Theater</p>	<p>Arts, Audio/Video Technology, and Communications</p>	<p>Ms. Auburn Matson amatson@milwaukeeerep.com (414)290-5393</p>	<p>Milwaukee Rep is the largest performing arts organization in Wisconsin in terms of audiences served and one of the largest professional theaters in the country. Milwaukee Rep ignites positive change in the cultural, social, and economic vitality of its community by creating world-class theater experiences that entertain, provoke, and inspire meaningful dialogue among an audience representative of Milwaukee's rich diversity.</p>
<p>ACLU-American Civil Liberties Union Wisconsin</p>	<p>Law, Public Safety, Corrections, and Security</p>	<p>Hope Owens-Wilson hope@aclu-wi.org (414)395-0005 207 E. Buffalo Street, Unit 325 Milwaukee, WI. 53202</p>	<p>The ACLU of Wisconsin is a non-profit, non-partisan, private organization whose 13,000 members support its efforts to defend the civil rights and liberties of all Wisconsin residents. The Wisconsin Foundation is the educational wing of the state ACLU and</p>



			includes our litigation and community education efforts. The foundation works for change through workshops, campaigns, web-based social networking and community activism. In particular, young people can learn about their rights through our youth program.
Diversified Quality Services (DQS)	Education & Training	Dominique Smith smithdq1031@gmail.com (414) 698-6864 29 Valley Rd. Beloit, WI. 53511	DQS Consulting is a professional educational consulting business. Its C.E.O has over 25 years in education as a teacher, teacher-leader, curriculum administrator, principal and district administrator. The mission of DQS Consulting is to provide diversified, quality services to schools and support them in achieving their individualized goals. We understand the many federal, state and district demands on schools; thus, we partner with schools to meet their unique needs.
Peace Learning Center-Milwaukee	Education & Training	Tracy Ebert (414) 350-4721 peacelearningcenter@mke.org 3224 N. Gordon Place Milwaukee, WI. 53212	Peace Learning Center (PLC) of Milwaukee is a 501(c)(3) non-profit organization that offers effective, experiential programs to Milwaukee area school and community groups serving youth, teens and their adult staff. These workshops empower youth & adults alike to practice & use healthy communication and nonviolent conflict resolution to manage conflict in their daily lives. PLC's mission is to be a catalyst in our community for non-violent conflict management and



			respect for self, others and the environment.
Legacy Transit, LLC.	Transportation, Distribution, and Logistics	Zuwena Cotton (414)514-2906 legacytransitmilwaukee@gmail.com zuwena.cotton@gmail.com 3260 N 95th St Milwaukee, WI 53226	Legacy Transit LLC is an active interstate freight carrier based out of Milwaukee, Wisconsin. This company operates currently as an Amazon delivery partner.

FY21 Partnership Budget & Expenditures Form
APPENDIX F: FY21 Annual Budget - MPS Funds Only

Please check one of the boxes below:

School Name - Partnership
 (click drop down below):

X	Board Approved and Carryover Budget	Admin Fee	2.23%
	Revisions & Adjustments to Budget	MPS Teacher	

Date Prepared:

450	Original Budget Amount = col D Grand Total	\$9,577.96
	Adjusted Budget Amount = Col E Grand Total	110.0
	FY21 Per Pupil Allocation Amount	
	FY21 Pupil Count (FTE's)	
	FY21 Approved Budget Amount	\$1,053,575.60
		\$0.00

FY21 Partnership Budget & Expenditures Form
APPENDIX G: FY21 Revised Annual Budget vs Actual Expenditures

Including: Annual Variance Calculation and Annual Reporting Requirements

Appendix E

Please check one of the boxes below:

Include
 Column I
 for both
 Appendices
 F & G

Semi-Annual Expenditures Report as of 12/31/19
 Annual Expenditures & Variance Calculation & Reporting Requirements as of 6/30/21

Description	%	FTE Positions	Board Approved Budget	Revise Budget Due to State Alloc Amt &/or Actual FTE's	FY20 Carryover Budget (from prior year)	Budget Revisions	Total Budget/ Revised Budget	MPS Funds Only				Annual Variance Calculation of Category Subtotals			Annual Reporting Requirements		
								Semi-Annual		Annual		Major Budget Category Variance Favorable (Unfavorable) Col. N/ Col. I	10% of Total Budget/ Revised Bud	(Unfavorable) Amount Requiring Prior Written Approval > 10% Only	FY20 Carryover Budget (from prior year Appen F, Col F)	FY20 Carryover Expenditures 12 months 6/30/2021 Amt. in Col M	
								Actual Expenditures 6 months 12/31/20	Remaining Budget Balance 12/31/20	Actual Expenditures 12 months 06/30/21	Surplus (Deficit) Budget Balance 06/30/21						FY21 Carryover Requested Amount (To use in FY21)
Instruction/Instructional Support Costs																	
Salaries (non-MPS Staff)																	
Agency Teacher(s)		6	219,686		68,000		287,686		287,686		287,686					68,000	
Paraprofessionals							0		0		0					0	
Substitutes							0		0		0					0	
Aides							0		0		0					0	
Counselor/Psychologist							0		0		0					0	
Social Worker							0		0		0					0	
Professional Development Coach		1			5,000		5,000		5,000		5,000					5,000	
							0		0		0					0	
							0		0		0					0	
Salaries Subtotal		7	219,686	0	73,000	0	292,686	0	292,686	0	292,686	100.00%	29,268.60	-		73,000	0
Staff Benefits																	
Pensions			6,625				6,625		6,625		6,625					0	
Social Security			18,900		5,500		24,400		24,400		24,400					5,500	
Health/Life/Dental			50,000		14,500		64,500		64,500		64,500					14,500	
							0		0		0					0	
Benefits Subtotal		0	75,525	0	20,000	0	95,525	0	95,525	0	95,525	100.00%	9,552.50	-		20,000	0
Purchased Services																	
Teacher Chargeback from MPS			0				0		0		0					0	
Media Equipment							0		0		0					0	
Library Books							0		0		0					0	
Consultants/Contracted Services			2,000				2,000		2,000		2,000					0	
Extracurricular Activities/Field Trips			1,000				1,000		1,000		1,000					0	
Field Trips							0		0		0					0	
Staff Development-travel/conferences			3,961				3,961		3,961		3,961					0	
Car allowance-instructional staff travel							0		0		0					0	
Other-Specify							0		0		0					0	
							0		0		0					0	
							0		0		0					0	
							0		0		0					0	
							0		0		0					0	
							0		0		0					0	
Purchased Services Subtotal		0	6,961	0	0	0	6,961	0	6,961	0	6,961	100.00%	696.10	-		0	0
Instruction/Instructional Support Costs																	
Classroom Materials/Equipment																	
Instructional Supplies			1,000				1,000		1,000		1,000					0	
Textbooks							0		0		0					0	
Media Rental							0		0		0					0	
Tests							0		0		0					0	
Classroom Equipment							0		0		0					0	
Computer Equipment			22,500				22,500		22,500		22,500					0	
Software							0		0		0					0	
Other-Specify							0		0		0					0	
							0		0		0					0	
							0		0		0					0	
							0		0		0					0	
							0		0		0					0	
Materials/Equipment Subtotal		0	23,500	0	0	0	23,500	0	23,500	0	23,500	100.00%	2,350.00	-		0	0
							23,500		23,500		23,500					0	
Total Instruction	36.0%	7	325,672	0	93,000	0	418,672	0	418,672	0	418,672	100.00%	41,867.20	-		93,000	0
Non-Instructional Costs																	
Salaries																	
Program Director/Principal		2.50	162,980				162,980		162,980		162,980					0	
Assistant Administrator							0		0		0					0	
Maintenance Services							0		0		0					0	
Clerical		1	33,150				33,150		33,150		33,150					0	
Accounting/Financial							0		0		0					0	
Part-time Wages							0		0		0					0	
Aide		1	33,900				33,900		33,900		33,900					0	
Guidance		1	50,150				50,150		50,150		50,150					0	
							0		0		0					0	
Salaries Subtotal		6	280,180	0	0	0	280,180	0	280,180	0	280,180	100.00%	28,018.00	-		0	0
							280,180		280,180		280,180					0	
Benefits																	
Pensions			8,230				8,230		8,230		8,230					0	
Social Security			21,400				21,400		21,400		21,400					0	

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FY21 Partnership Budget & Expenditures Form
APPENDIX F: FY21 Annual Budget - MPS Funds Only

Please check one of the boxes below:

School Name - Partnership
 (click drop down below):

NOVA - AR

<input type="checkbox"/>	Board Approved and Carryover Budget	Admin Fee	2.23%
<input type="checkbox"/>	Revisions & Adjustments to Budget	MPS Teacher	
450	Original Budget Amount = col D Grand Total	Adjusted Budget Amount = Col E Grand Total	
	FY21 Per Pupil Allocation Amount	\$9,577.96	
	FY21 Pupil Count (FTE's)	106.0	
	FY21 Approved Budget Amount	\$1,015,263.76	\$0.00

Date Prepared: 2-16-2021

FY21 Partnership Budget & Expenditures Form
APPENDIX G: FY21 Revised Annual Budget vs Actual Expenditures

Including: Annual Variance Calculation and Annual Reporting Requirements

Please check one of the boxes below:

<input checked="" type="checkbox"/>	Semi-Annual Expenditures Report as of 12/31/19
<input type="checkbox"/>	Annual Expenditures & Variance Calculation & Reporting Requirements as of 6/30/21

Description	%	FTE Positions	Board Approved Budget	Revise Budget Due to State Alloc Amt &/or Actual FTE's	FY20 Carryover Budget (from prior year)	Budget Revisions	Total Budget/ Revised Budget	MPS Funds Only			Annual Variance Calculation of Category Subtotals			Annual Reporting Requirements			
								Semi-Annual		Annual		Major Budget Category Variance Favorable (Unfavorable) Col. N/ Col. I	10% of Total Budget/ Revised Bud	(Unfavorable) Amount Requiring Prior Written Approval > 10% Only	FY20 Carryover Budget (from prior year Appen F, Col F)	FY20 Carryover Expenditures 12 months 6/30/2021 Amt. in Col M	
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Health/Life/Dental			45,000			14,400	59,400	28,548	30,852		59,400					0	
Benefits Subtotal	0		74,630	0	0	21,678	96,308	41,255	55,053	0	96,308	100.00%	9,630.80	-		0	
Non-Instructional Costs (non-MPS Staff)																	
Purchased Services																	
Consultants			500		2,000	2,500	2,500	814	1,686		2,500						0
Administrative Staff Development-travel/conferences							0				0						0
Administrative Fee (2.23% X Total Board Allocation)			22,640	0		22,640	22,640	11,320	11,320		22,640						0
Computer Tech Maintenance			26,640			(19,640)	7,000	600	6,400		7,000						0
Staff Development			100			1,000	900	956	44		1,000						0
Rents			90,080		1,464	91,544	91,544	45,816	45,728		91,544						0
Building Security			17,500			17,500	17,500	17,500	0		17,500						0
Telephone			3,500			630	4,130	1,882	2,248		4,130						0
Accounting/Audit			15,700			800	16,500	10,194	6,306		16,500						0
TransCenter Administration			136,000			136,000	136,000	57,073	78,927		136,000						0
Internet			4,110		10,000	(7,000)	7,110	5,841	1,269		7,110						10,000
MPS Lunch			350			(350)	0	0	0		0						0
Purchased Services Subtotal	0		317,120	0	10,000	(21,196)	305,924	151,996	153,928	0	305,924	100.00%	30,592.40	-		10,000	
Non-Instructional Materials/Equipment																	
Office Supplies			4,500			635	5,135	2,720	2,415		5,135						0
Maintenance Equipment						0	0	0	0		0						0
Building/Maintenance Supplies			5,000		5,537	(5,537)	5,000	5,000	5,000		5,000						5,537
Security						0	0	0	0		0						0
PPE supplies						9,210	9,210	9,210	9,210		9,210						0
Equipment Rental						0	0	0	0		0						0
Copier Rental			15,000			(5,330)	9,670	5,165	4,505		9,670						0
Software			1,000			(1,000)	0	0	0		0						0
Dues and Fees			600			1,300	1,900	1,206	694		1,900						0
Interest			125			(125)	0	0	0		0						0
Student Incentives			2,490			3,510	6,000	475	5,525		6,000						0
Materials/Equipment Subtotal	0		28,715	0	5,537	2,663	36,915	9,566	27,349	0	36,915	100.00%	3,691.50	-		5,537	
Insurance																	
Fidelity Bond			1,613			87	1,700	1,700	0		1,700						0
Workers Compensation			8,000			(1,562)	6,438	4,294	2,144		6,438						0
Body Injury						0	0	0	0		0						0
General Liability			10,290			(29)	10,261	10,261	0		10,261						0
Unemployment Compensation			6,500			2,000	8,500	5,659	2,841		8,500						0
Insurance Subtotal	0		26,403	0	0	496	26,899	21,914	4,985	0	26,899	100.00%	2,689.90	-		0	
Total Non-Instruction	71.4%	6	727,048	0	15,537	58,515	801,100	388,141	412,959	25,162	775,938	96.86%	80,110.00	-		15,537	
GRAND TOTALS	100.0%	13	1,052,720	(38,312)	108,537	(253)	1,122,692	523,317	599,375	25,162	1,097,530	97.76%	112,269.20	-		108,537	

Col D Grand Total must = Cell E12 1,015,264
 Col E Grand Total must = Cell F12 0

RECONCILIATION

	Cell #	
Total Instruction	28.6% I73	321,592
Total Non-Instruction	71.4% I135	801,100
GRAND TOTALS	100.0% I138	1,122,692

	Col D	Col E	Total FY20 Contract Payments
FY21 Approved Budget Amount	1,015,264	0	1,015,264
MPS Teacher	0	0	0
Admin Fee	(22,640)	0	(22,640)
FY21 Net Contract Payments	992,624	0	992,624

A	B	C	D	E	F	G	I	K	L	M	N	O	P	Q	R	S	T	
FY21 Partnership Budget & Expenditures Form							FY21 Partnership Budget & Expenditures Form											
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Please check one of the boxes below:							Including: Annual Variance Calculation and Annual Reporting Requirements											
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**ADMINISTRATIVE POLICY 8.14
T R U A N C Y**

(1) GENERAL PRINCIPLES

(a) State law defines truancy as any absence of part or all of one or more days from school when the parent or guardian has not notified the school of a legal excuse for the student's absence (see Administrative Policy 8.13). Truancy includes intermittent attendance carried on for the purposes of defeating the intent of the compulsory school-attendance law, such as unexcused morning or afternoon absences [Wis. Stat., §118.16(1)(c)].

(b) State law defines habitual truancy as any absence from school without a legal excuse for part or all of five (5) or more accumulated days on which school is held during a school semester [Wis. Stat., §118.16(1)(a)].

(c) All student absences shall be reported daily to the school attendance officer. In the event that the student's absence is not an excused absence, the student's parent or guardian shall be notified as required by state statutes [Wis. Stat., §118.16(2)(c)]. Further, the school shall seek police cooperation in the apprehension and detention of truant students until their parents call for them [Wis. Stat., §938.19(1m)].

(d) The Board wishes that every effort be made to use available alternatives for students experiencing attendance problems. The Administration shall implement a process for student evaluation and services as described in district's truancy plan (see Administrative Procedure 8.14). If, after all existing services have been exhausted, the truancy continues, the school may take the necessary steps to institute proceedings, as detailed in the state statutes and municipal codes, against the parent or guardian who fails to cause the student to attend school regularly and against the student who continues to be truant [Wis. Stat., §118.163].

(e) Any organized student truancy shall be treated as individual truancy (unexcused absences) for the students involved.

(f) No pupil enrolled in a school district operating under Chapter 119, such as Milwaukee Public Schools, may be suspended or expelled from school for truancy [Wis. Stat., §120.13(1)(d)].

(2) PARENTAL NOTIFICATION

(a) At the start of each school day, the school shall determine which students enrolled in the school are absent from school and whether each absence is excused. It is the responsibility of each school to attempt to contact the parents or guardians, by phone, within two hours after it has been determined that their children are absent from school without any notification to the school by the parents or guardians.

(b) If there has been no success contacting the parents or guardians by phone, it is the additional responsibility of each school to attempt to contact the parents or guardians by another means before the end of the second day after receiving a report of an unexcused absence.

(c) The principal or designee shall mail a habitual-truancy letter to the parent or guardian of a student who is a habitual truant when the child has accumulated five (5) unexcused absences within the school semester. The parent/guardian can also be simultaneously notified by an electronic communication. The letter shall:

1. be sent by registered or certified mail or first class mail
2. include a statement of the parent's or guardian's responsibility under Wis. Stat., §118.15(1)(a), to cause the child to attend school regularly;

3. include a statement that the parent, guardian, or child may request program or curricular modifications for the child under Wis. Stat., §118.15(1)(d), and that the child may be eligible for enrollment in a program for children at risk under Wis. Stat., §118.153(3);
4. request that the parent or guardian meet with school personnel within five (5) school days of the date of the notice, to discuss the student's truancy. The date for the meeting can be extended for an additional five (5) days, with the consent of the parent or guardian;
5. include the name of the school personnel with whom the parent or guardian should meet; a date, time, and place for the meeting; and the name, address, and telephone number of a person to contact to arrange a different date, time, or place; and
6. include a statement of the penalties under Wis. Stat., §118.15(5) that may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required under Wis. Stat., §118.15(1)(a).

(d) If the school has not scheduled the habitual-truancy meeting with the parent or guardian within (5) five days after the date on which the notice was sent, or, with the consent of the parent or guardian, within (10) ten days after the date on which the notice was sent, any subsequent legal referrals regarding the student's truancy cannot be made, per Wis. Stat., §118.16(5)(a).

(e) If the certified habitual truancy letter is returned to the school unclaimed by the parent or guardian, the school must make diligent efforts to notify the parent or guardian by alternative means, including, but not limited to:

1. first-class mail;
2. phone attempts (including attempts to locate parent or guardian by calling emergency contacts on file with the school);
3. a letter sent home with the student, if deemed appropriate; and
4. home visit by designated school staff.

(f) If the parent or guardian does not attend the scheduled habitual truancy meeting within ten (10) school days after the letter has been sent, the school shall implement the process for student evaluation and services as detailed in the district's truancy plan, per Wis. Stat., §118.16(5).

(3) DISPUTING STUDENT TRUANCY

A parent or guardian who disagrees that his or her child's absence is a truancy (unexcused) should request a meeting, within five (5) days of notification of the truancy (unexcused absence), with the building principal or designee to discuss the reason for determination that the absence was truancy.

(4) MAKE-UP ASSIGNMENTS/EXAMINATIONS — WIS. STAT., §118.16(4)(b)

(a) No public school may deny a student credit in a course or subject solely because of the student's unexcused absence or suspension from school. In all instances of excused and unexcused absences or suspensions, students are expected to complete a reasonable amount of make-up class work without penalty.

(b) Students shall be given the opportunity to make up work missed during an absence or suspension when they return to school. It is the responsibility of the student and his/her parent or guardian to contact the teacher(s) to make arrangements for making up work missed during an absence or suspension from school.

(c) The respective teacher(s) shall identify make-up work and a reasonable time frame for its completion. If any question arises as to the appropriateness and/or feasibility of making up a particular assignment, the teacher shall confer with the building principal to discuss the extent to which make-up work and/or substitute assignments are possible.

(d) Students shall be permitted to take any examinations missed during an absence or suspension. It is the responsibility of the student and his/her parent or guardian to contact the teacher(s) to make arrangements for making up examinations missed during an absence or suspension from school.

(5) TRUANCY PREVENTION/INTERVENTIONS

(a) The building principal or designee will use his or her professional judgment and discretion in implementing interventions to resolve student truancy. The following are examples of counseling and intervention strategies that may be implemented to return the truant student to regular school attendance:

- restorative practices/classroom community building;
- 2nd Step;
- school-based, multi-level system of support that incorporates attendance, such as RtI/PBIS;
- check-in/check-out;
- social academic instructional group
- individualized planning/support such as wrap-around or RENEW;
- curriculum review and modification;
- administrative conference and counseling with student;
- required conference with parents/guardians;
- in-school interventions, including detentions [Wis. Stat., §118.16(4)(c)];
- referral to school-based supportive services and programs;
- referral to community-based supportive services and programs, e.g., Truancy Abatement and Burglary Suppression Program (TABS).

(b) The district's truancy plan will be implemented to resolve the problem of truancy for students who are identified as habitual truants.

History: Adopted 6-30-75; revised 2-6-79; reaffirmed 3-29-95; amended 5-30-02; revised 1-29-10, 04-23-15
Previous Coding: Admin. Policy JEDA, prior to May 1995; Admin. Policy 10.14, May 1995-August 1996
Legal Ref: W.S. 118.15, 118.16

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ADMINISTRATIVE POLICIES OF THE MILWAUKEE PUBLIC SCHOOLS

Appendix H

ADMINISTRATIVE POLICY 9.09 VISITORS TO THE SCHOOL

(1) GENERAL

(a) Visitors are welcome in Milwaukee Public Schools (MPS). Because the safety of all children is important to us, all visitors are required to use the designated main entrance, to report to the office or security desk, to show some form of identification, to sign in on the MPS Visitor Record, to be escorted to the requested location, and to return the visitor's pass to the office or security desk and sign out.

(b) Parents shall be encouraged to visit the classroom (following the provisions above) and to observe the work of the schools.

(c) No visitor shall enter any classroom without permission of the building principal/school leader or designee.

(d) Failure to follow the above guidelines may result in the issuance of a no-trespassing order by the school leader.

(2) TRESPASSING

(a) Signs shall be posted on all school playgrounds and campuses that the property is off-limits to trespassers and loiterers.

(b) Employees and students shall be requested to report loiterers to the Administration.

(3) REGISTERED SEX OFFENDERS

(a) A registrant¹ may not be on any MPS school premises (school building, grounds, recreation area or athletic field, or any other property owned, used, or operated for MPS school administration) unless an MPS district administrator, or his or her designee, has been notified of the registrant's status as a registered sex offender and has approved the specific date, time, and place of the visit. This does not apply if the registrant is doing any of the following:

- on MPS school premises to vote, if an election is being held that day, and the registrant's polling place is on the school premises, or
- on the school premises to attend an event or activity that is not sponsored by MPS.

(b) If the registrant has a child enrolled at the school, the registrant must notify the MPS district administrator, or his or her designee, that he or she is a registered sex offender and that he or she has a child enrolled at the school. The registrant must provide the notification as follows:

- at the beginning of each academic school year;
- if the child is not enrolled at the beginning of the academic year, when the child is first enrolled;
- if the registrant was not subject to the reporting requirements at the beginning of the academic school year or when the child is first enrolled, when the registrant first becomes subject to the sex offender reporting requirements;
- if none of the above apply, when the registrant becomes subject to the prohibition of being on school premises.

History: Adopted 02-06-79; reaffirmed 02-22-95; revised 08-25-16

Previous Coding: Admin. Policy KK, prior to May 1995; Admin. Policy 11.09, May 1995-August 1996

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¹ A registrant is "any person who is required to register under Wis. Stat. §301.45 for any offense against a child."



Office of Communication and School Performance
 Department of Contracted Services
 5225 W. Vliet Street
 Milwaukee, WI 53208
 587@milwaukee.k12.wi.us
 Phone (414)475-8140
 Fax (414)475-8471

**2021-2022 Partnership School Contract
 40% Payment Request for Funds Form
 July 20th**

School Name			
Site Number			
The following items must be received and approved by the Department of Contracted Services prior to disbursement of 40% payment:		School Official Initials	CSS Initials
Signed Contract			
List of names of individuals serving on the Board of Directors			
Appendix A: Contractor Pupil and Teacher Schedule			
Title I Expenditure Claim Report FY21 (Due June 9)			
Current staff list with background checks for all employees and volunteers			
Current and appropriate license or permit issued by the Wisconsin Department of Public Instruction to teach assigned classes			
Appendix B: Program Description			
Table of Command (Agency Organizational Chart)			
Table of Leadership (School Level Organizational Chart)			
FY21 Grades entered on MPS Student Information System (Due June 16)			
Proof of valid occupancy permit for public school use			
Proof of completion of an Asbestos Management Plan (AHERA Compliance Requirements)			
All Bonds and Certificates of Insurance: <ul style="list-style-type: none"> <input type="checkbox"/> Workers Compensation-Statutory Limits <input type="checkbox"/> Employer's Liability-Bodily Injury by Accident \$100,000 per occurrence <input type="checkbox"/> Employer's Liability-Bodily Injury by Disease \$500,000 policy limit <input type="checkbox"/> Employer's Liability-Bodily Injury by Disease \$100,000 per employee <input type="checkbox"/> Commercial General Liability-\$1,000,000 per occurrence/\$2,000,000 aggregate <input type="checkbox"/> CGL-Personal & Advertising Injury Limit \$1,000,000 per occurrence <input type="checkbox"/> CGL-Products -Completed Operations \$2,000,000 Aggregate <input type="checkbox"/> CGL Medical Expense \$5,000 <input type="checkbox"/> Auto Liability-Combined Single Limit \$1,000,000 each accident <input type="checkbox"/> Umbrella (excess Liability)-\$4,000,000 per occurrence/\$4,000,000 aggregate <input type="checkbox"/> Fidelity Bond/Crime Insurance-50% Value of Contract <input type="checkbox"/> School Leader's Errors & Omissions-\$1,000,000 per occurrence/\$2,000,000 aggregate (Directors and Officers Insurance may be used in lieu of School Leader's E&O) provided that 			

*Please note that any requests for extensions must be made in writing to the Department of Contracted School Services.

**Also, please be advised that until further notice all payments will be made via U.S. Mail. Personal pickup or check exchanges will not be permitted.



**2021-2022 Partnership School Contract
 20% Payment Request for Funds Form
 November 20th**

School Name			
Site Number			
The following items must be received and approved by the Department of Contracted Services prior to disbursement of 20% payment:		School Official Initials	CSS Initials
Third Friday September State Aid Enrollment Count (September 18)			
Appendix F: FY21 Annual Budget/Expenditure Report Unaudited (Due July 31)			
Single audit report for FY21 and Audited Financial Statements (Due October 30)			
Appendix F: FY21 Budget (Due August 15)			
Current staff list with background checks for all employees and volunteers			
Current and appropriate license or permit issued by the Wisconsin Department of Public Instruction to teach assigned classes			
School Governance Council			
2021-2022 Calendar and Calendar Identification Form			
SLP goals created/reviewed/updated for each student			
Emergency Operations Plan (Due September 30)			
Title I Preliminary Budget FY21 (Due September 29)			
AHERA Compliance Requirements			
FY21 SIP – Cycle 1 (Due July 20)			
<ul style="list-style-type: none"> • Root Cause Analysis and Data Review completed • Team Members document completed • Team Meetings Schedule document completed • Tasks completed for Cycle 1 for required components 			
FY21 SIP – Cycle 1 (Due October 23)			
<ul style="list-style-type: none"> • Cycle 1 reviewed and narrative of progress made for each section completed • Data entered in all required components • Evidence uploaded for all Action Steps/Tasks 			
MPS Invoices Verification			

*Please note that any requests for extensions must be made in writing to the Department of Contracted School Services.

**Also, please be advised that, until further notice all payments will be made via U.S. Mail. Personal pickup or check exchanges will not be permitted.



<p>Other Items as determined by Contracted School Services:</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>		
---	--	--

I certify that the items initialed above are complete and accurate and have been submitted to CSS. I understand that, although per the term of the Contract, payment is due by November 20th and I understand that failure to submit all of the required documentation or incomplete or inaccurate documentation may result in delay in payment as payment is based upon not only receipt, but also CSS approval of all necessary documentation. In the event that payment is delayed due to missing, incomplete or inaccurate documentation, CSS will provide the school with written notification of deficiencies.

School Representative (Print)

Signature

Date

Contracted School Services

Signature

Date

*Please note that any requests for extensions must be made in writing to the Department of Contracted School Services.

**Also, please be advised that, until further notice all payments will be made via U.S. Mail. Personal pickup or check exchanges will not be permitted.



**2021-2022 Partnership School Contract
30% Payment Request for Funds Form
February 20th**

School Name		
Site Number		
The following items must be received and approved by the Department of Contracted Services prior to disbursement of 30% payment:	School Official Initials	CSS Initials
Second Friday January State Aid Enrollment Count (January 8)		
Appendix F: Semi-Annual Budget Expenditure Report (Due February 20)		
FY21 First Semester Grades entered on MPS Student Information System		
Pupil Academic Achievement Report (PAAR) (Due within 30 days after receipt of data)		
Current staff list with background checks for all employees and volunteers		
Current and appropriate license or permit issued by the Wisconsin Department of Public Instruction to teach assigned classes		
Title I Expenditure Claim Report (Due December 11)		
SLP goals created/reviewed/updated for each student		
AHERA Compliance Requirements		
FY21 SIP – Cycle 2 (Due December 23rd) <ul style="list-style-type: none"> • Cycle 2 reviewed and narrative of progress made for each section completed • Data entered in all required components • Evidence uploaded for all Action Steps/Tasks • Tasks completed for Cycle 3 for required components 		
MPS Invoices Verification		
Other Items as determined by Contracted School Services:		
<input type="checkbox"/> _____		
<input type="checkbox"/> _____		
<input type="checkbox"/> _____		

SIGNATURES ON NEXT PAGE

*Please note that any requests for extensions must be made in writing to the Department of Contracted School Services.

**Also, please be advised that until further notice all payments will be made via U.S. Mail. Personal pickup or check exchanges will not be permitted.



**MILWAUKEE
PUBLIC SCHOOLS**

Office of Communication and School Performance
Department of Contracted Services
5225 W. Vliet Street
Milwaukee, WI 53208
587@milwaukee.k12.wi.us
Phone (414)475-8140
Fax (414)475-8471

I certify that the items initialed above are complete and accurate and have been submitted to CSS. I understand that, although per the terms of the Contract, payment is due by February 20th and I understand that failure to submit all of the required documentation or incomplete or inaccurate documentation may result in delay in payment as payment is based upon not only receipt, but also CSS approval of all necessary documentation. In the event that payment is delayed due to missing, incomplete or inaccurate documentation, CSS will provide Charter School with written notification of deficiencies.

School Representative (Print)

Signature

Date

Contracted School Services

Signature

Date

***Please note that any requests for extensions must be made in writing to the Department of Contracted School Services.**

****Also, please be advised that until further notice all payments will be made via U.S. Mail. Personal pickup or check exchanges will not be permitted.**



**2021-2022 Partnership School Contract
10% Payment Request for Funds Form
May 20th**

School Name			
Site Number			
The following items must be received and approved by the Department of Contracted Services prior to disbursement of 10% payment:	School Official Initials	CSS Initials	
Single Audit Report and Audited Financial Statements for January 1 - December 31 (Calendar Year Schools) (Due April 30)			
Summer Contact Information			
2021-2022 Calendar and Calendar Identification Form			
Title I Expenditure Claim Report (Due March 19)			
Current staff list with background checks for all employees and volunteers			
Current and appropriate license or permit issued by the Wisconsin Department of Public Instruction to teach assigned classes			
Preliminary 12 th Grade Graduation Data (Due April 1st)			
SLP goals created/reviewed/updated for each student			
AHERA Compliance Requirements			
FY21 SIP – Cycle 3 (Due March 19th) <ul style="list-style-type: none"> • Cycle 3 reviewed and narrative of progress made for each section completed • Data entered in all required components • Evidence uploaded for all Action Steps/Tasks • Tasks completed for Cycle 4 for required components 			
MPS Invoices Verification			
Other Items as determined by Contracted School Services:			
<input type="checkbox"/> _____			
<input type="checkbox"/> _____			
<input type="checkbox"/> _____			

SIGNATURES ON NEXT PAGE

*Please note that any requests for extensions must be made in writing to the Department of Contracted School Services.

**Also, please be advised that until further notice all payments will be made via U.S. Mail. Personal pickup or check exchanges will not be permitted.



**MILWAUKEE
PUBLIC SCHOOLS**

Office of Communication and School Performance
Department of Contracted Services
5225 W. Vliet Street
Milwaukee, WI 53208
587@milwaukee.k12.wi.us
Phone (414)475-8140
Fax (414)475-8471

I certify that the items initialed above are complete and accurate and have been submitted to CSS. I understand that, although per the terms of the Contract, payment is due by May 20th and I understand that failure to submit all of the required documentation or incomplete or inaccurate documentation may result in delay in payment as payment is based upon not only receipt, but also CSS approval of all necessary documentation. In the event that payment is delayed due to missing, incomplete or inaccurate documentation, CSS will provide the school with written notification of deficiencies.

_____	_____	_____
School Representative (Print)	Signature	Date
_____	_____	_____
Contracted School Services	Signature	Date

*Please note that any requests for extensions must be made in writing to the Department of Contracted School Services.
**Also, please be advised that until further notice all payments will be made via U.S. Mail. Personal pickup or check exchanges will not be permitted.

2021-2022 Partnership School Compliance Record

School Information			
School Name			
Name and Number of Responsible Administrator			
Contract Number			
Contracted FTE Amount			
Grade Levels Served			
DUE PRIOR TO 40% PAYMENT (JULY 20 th)	Date Received	Approved By	Date Approved
Signed Contract			
List of names of individuals serving on the Board of Directors			
Appendix A: Contractor Pupil and Teacher Schedule			
Title I Expenditure Claim Report FY21 (Due June 12)			
Current staff list with background checks for all employees and volunteers			
Current and appropriate license or permit issued by the Wisconsin Department of Public Instruction to teach assigned classes			
Appendix B: Contractor Program Description			
Table of Command (Agency Organizational Chart)			
Table of Leadership (School Level Organization)			
FY21 Grades entered on MPS Student Information System (Due June 16)			
Proof of valid occupancy permit for public school use			
Proof of completion of an Asbestos Management Plan (AHERA Compliance Requirements)			
All Bonds and Certificates of Insurance: <input type="checkbox"/> Workers Compensation-Statutory Limits <input type="checkbox"/> Employer's Liability-Bodily Injury by Accident \$100,000 per occurrence <input type="checkbox"/> Employer's Liability-Bodily Injury by Disease \$500,000 policy limit <input type="checkbox"/> Employer's Liability-Bodily Injury by Disease \$100,000 per employee <input type="checkbox"/> Commercial General Liability-\$1,000,000 per occurrence/\$2,000,000 aggregate <input type="checkbox"/> CGL-Personal & Advertising Injury Limit \$1,000,000 per occurrence <input type="checkbox"/> CGL-Products -Completed Operations \$2,000,000 aggregate <input type="checkbox"/> CGL Medical Expense \$5,000 <input type="checkbox"/> Auto Liability-Combined Single Limit \$1,000,000 each accident <input type="checkbox"/> Umbrella (excess Liability)-\$4,000,000 per occurrence/\$4,000,000 aggregate <input type="checkbox"/> Fidelity Bond/Crime Insurance-50% Value of Contract <input type="checkbox"/> School Leader's Errors & Omissions-\$1,000,000 per occurrence/\$2,000,000 aggregate (Directors and Officers Insurance may be used in lieu of School Leader's E&O) provided that the Insurance Company shows proof that all employees and volunteers are protected by the coverage. <i>*Note: All policies, with the exception of the School Leader's Errors and Omissions Policy, shall be written on an occurrence form.</i>			
Final FY21 12 th Grade Graduation Data			
MPS Invoices Verification			

FY21 SIP closed out (Due June 10) <ul style="list-style-type: none"> All data entered for 2019-20 Finalized the progress made for all Action Steps and Tasks Evidence is uploaded for all Contract Measures and Action Steps/Tasks that were created 			
Other Items as determined by Contracted School Services: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____			
Request for Funds Form			
Notice of Missing Documentation, incomplete or inaccurate documentation sent to School			
DUE PRIOR TO 20% PAYMENT (NOVEMBER 20th):	Date Received	Approved By	Date Approved
Third Friday September State Aid Enrollment Count (September 18)			
Appendix F: FY20 Annual Budget/Expenditure Report Unaudited (Due July 31)			
Single audit report for FY21 and Audited Financial Statements (Due October 30)			
Appendix F: FY21 Budget (Due August 15)			
Current staff list with background checks for all employees and volunteers			
Current and appropriate license or permit issued by the Wisconsin Department of Public Instruction to teach assigned classes			
School Governance Council			
2021-2022 Calendar and Calendar Identification Form			
SLP goals created/reviewed/updated for each student			
Emergency Operations Plan (Due September 30)			
Title I Preliminary Budget FY21 (Due September 25)			
AHERA Compliance Requirements			
FY21 SIP – Cycle 1 (Due July 20) <ul style="list-style-type: none"> Root Cause Analysis and Data Review completed Team Members document completed Team Meetings Schedule document completed Tasks completed for Cycle 1 for required components FY21 SIP – Cycle 1 (Due October 23) <ul style="list-style-type: none"> Cycle 1 reviewed and narrative of progress made for each section completed Data entered in all required components Evidence uploaded for all Action Steps/Tasks 			

<ul style="list-style-type: none"> • Tasks completed for Cycle 2 for required components 			
MPS Invoices Verification			
Other Items as determined by Contracted School Services:			
<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____			
Request for Funds Form			
Notice of Missing Documentation, incomplete or inaccurate documentation sent to School			
DUE PRIOR TO 30% PAYMENT (FEBRUARY 20th):	Date Received	Approved By	Date Approved
Second Friday January State Aid Enrollment Count (January 8)			
Appendix F: Semi-Annual Budget Expenditure Report (Due February 20)			
FY21 First Semester Grades entered on MPS Student Information System			
Pupil Academic Achievement Report (PAAR) (Due within 30 days after receipt of data)			
Current staff list with background checks for all employees and volunteers			
Current and appropriate license or permit issued by the Wisconsin Department of Public Instruction to teach assigned classes			
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MPS Invoices Verification			
Other Items as determined by Contracted School Services:			
<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____			
Request for Funds Form			

Notice of Missing Documentation, incomplete or inaccurate documentation sent to School			
DUE PRIOR TO 10% PAYMENT (MAY 20th):	Date Received	Approved By	Date Approved
Single Audit Report and Audited Financial Statements for January 1 - December 31 (Calendar Year Schools) (Due April 30)			
Summer Contact Information			
Title I Expenditure Claim Report (Due March 19)			
Current staff list with background checks for all employees and volunteers			
Current and appropriate license or permit issued by the Wisconsin Department of Public Instruction to teach assigned classes			
Preliminary 12 th Grade Graduation Data (Due April 1)			
SLP goals created/reviewed/updated for each student			
AHERA Compliance Requirements			
FY21 SIP – Cycle 3 (Due March 19) <ul style="list-style-type: none"> • Cycle 3 reviewed and narrative of progress made for each section completed • Data entered in all required components • Evidence uploaded for all Action Steps/Tasks • Tasks completed for Cycle 4 for required components 			
MPS Invoices Verification			
Other Items as determined by Contracted School Services: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____			
Request for Funds Form			
Notice of Missing Documentation, incomplete or inaccurate documentation sent to School			

Please note that if you make any changes to the appendices for your contract during the year, you should promptly send the updated documents to MPS.

ADMINISTRATIVE POLICY 7.38
BALANCED ASSESSMENT SYSTEM

(1) DEFINITION AND PURPOSE

(a) Within school districts, people in different roles need different assessment information at different times and in different forms in order to make decisions. The MPS Balanced Assessment System is designed to match assessment types, purposes, and users to improve data-informed decision making throughout the district.

(b) The Balanced Assessment System will support instructional planning, school-improvement planning, curriculum and program evaluation, district-wide resource planning and decision making, and accountability. The Balanced Assessment System will include national, state, district, school-, and classroom-based components. District-level oversight and guidance will be provided to support school staff, and data from common assessments will be stored in the district's data warehouse. Data elements will be used to support graduation- and promotion-related decisions for individual students. Selected assessment data will also be reported to the public annually in the District Report Card as per Administrative Policy 2.16, District Accountability System, to promote transparency, shared responsibility for student success, and a focus on results.

(c) All students in all schools will participate in the Balanced Assessment System. Exemptions for schools may be permitted in exceptional circumstances on a case-by-case basis. Students with disabilities may participate with accommodations or in alternate assessments per the requirements of Individualized Education Plans. Early English-language learners may be assessed in their first languages.

(d) The MPS Balanced Assessment System comprises three major components: summative assessment, benchmark assessment, and formative assessment.

(2) SUMMATIVE ASSESSMENTS

(a) Summative assessments are used primarily for student, school, and district accountability. They typically include assessments such as end-of-course tests, chapter tests, state assessments, and national assessments such as the National Assessment of Educational Progress (NAEP). Results from these assessments are reported publicly to provide to parents and the broader community information about student performance and the effects of school- and program-improvement plans.

(b) The district's role in summative assessment is to guide the development of common end-of-course tests and to coordinate the administration of state and national tests. The district is responsible for reporting the results from state and national assessments in a manner consistent with state and federal guidelines and district policy, including reporting value-added analyses of standardized test data. The district will also use the data for district improvement planning, school interventions, and program/policy-evaluation research. The role of school personnel is to administer the summative assessments consistent with Administrative Policy 2.14, Assessment Ethics, and to use the data, as applicable, for grade reporting and school-improvement planning.

(3) BENCHMARK ASSESSMENT

(a) Benchmark assessments are standardized assessments administered three to four times per year. The purpose of benchmark assessments is as follows:

1. the benchmark assessments will be used to serve as the district's universal screening measure to identify children in need of intervention;
2. they will inform instruction much as do formative assessment data;
3. they can be used to measure students' responses to school-based interventions;
4. they can be administered upon entry into the district; and
5. they provide information to monitor and evaluate school and program performance.

(b) The district's role in benchmark assessment is to provide and to score assessments in selected grades and to provide reports to individual students, classroom teachers, schools, and the district office. The district is also responsible for providing professional development for learning teams and classroom teachers in interpreting and using benchmark data to monitor performance and to improve instruction. The schools' role is to administer benchmark assessments to all students and to use the data for instructional and school-improvement planning by identifying and intervening with students at risk for future academic failure.

(4) FORMATIVE ASSESSMENT

(a) Formative assessment practices are intended to inform instruction; to provide immediate, specific, and descriptive feedback for students; to guide differentiation of instructional practices; and to facilitate students' goal setting and self-assessment. Typically, these assessments are not graded. Formative assessment shall be used across all content areas and all grades within the district. Data from these informal assessment strategies are not reported to the district.

(b) Formal assessment for progress monitoring is required with all students who receive additional educational supports and interventions. Progress monitoring is used to assess academic performance, to quantify rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction or intervention. Progress-monitoring procedures permit ongoing decision making and adjustment of interventions when needed, thereby increasing the likelihood of helping students acquire new skills, knowledge, or improved functioning. Progress monitoring occurs frequently throughout the course of the intervention/support, and data are routinely analyzed by staff so that adjustments can be made. These data will be available to the district.

(c) The district's role in formative assessment is to provide grade-level standards/learning targets, sample assessments of those targets/standards, grade-level exemplars of student work, progress-monitoring tools, and professional development for educators,. The schools' role is to implement formative assessment practices, score assessments, analyze data within the learning team/collaborative teacher teams, and use the data to inform instruction and monitor the efficacy of interventions.

History: Adopted 2-22-95; revised 10-31-2000, 8-2-01, 01-28-10

Previous Coding: Admin. Policy IL, ILA, prior to May 1995; Admin. Policy 9.38, May 1995-August 1996

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Partnership School Renewal Process

The partnership renewal process is an important opportunity for partnership schools to demonstrate their success and their compliance with their current contract, and an opportunity to describe new initiatives that will generate the increased academic performance required during the next contract term.

Please read the information carefully in this packet and comply with all of the deadlines. Please contact Bridget Schock schockbx@milwaukee.k12.wi.us with any questions regarding the renewal process.

Important Information for all Partnership Renewal Applicants:

1. Establish who will be your applicant contact person.
 - Please email schockbx@milwaukee.k12.wi.us by **December 20, 2019** with the name of your school's single point of contact for your renewal application.
2. File a Renewal Letter of Intent no later than **December 20, 2019**.
3. Use the partnership renewal application guidelines outlined in this packet.
 - Please note that things may have changed since your last partnership application and that a recommendation of a new contract will be a different agreement than the last contract.
4. Submit your application no later than **January 10, 2020**.
5. Attend the Partnership School Renewal Leaders Orientation on **January 6, 2020 at 4:00 pm**.
6. Respond to the Partnership School Performance Summary after receipt of the data.
7. Complete the school demographic information included in this packet and submit to Contracted Schools at schockbx@milwaukee.k12.wi.us.
8. Plan for the site visit (if applicable) using the checklist provided on page 21 in this packet.
 - Ensure that all stakeholders are represented on the day of the visit.
 - Arrange for student and staff panel discussions.
9. The recommendation made by the Review Team will be taken to the Milwaukee Board of School Directors – Student Achievement and School Innovation (SASI) committee meeting. Arrange for school representatives to attend the public hearing.



Partnership Performance Evaluation and Contract Renewal Procedures

Background

MPS follows the principles and standards for contracting, performance evaluation and compliance monitoring. The evaluation and monitoring of schools is based on specific performance standards and compliance criteria in three broad areas: *Educational Performance, Financial Performance, and Organizational Performance.*

In the last year of the contract term, the Milwaukee Board of School Directors makes a decision about contract renewal based on whether the school has met the established educational, financial and organizational standards. District administrative staff in the Office of Contracted School Services is responsible for the ongoing oversight, performance evaluation, and compliance monitoring of schools. A MPS Contract Review Team is established to review, evaluate and make recommendations regarding renewal of a school contract.

School Performance and Renewal Components

Renewal decisions are based on a thorough analysis of a comprehensive body of objective evidence. Information and data from the following components are used in the renewal decision-making process:

- **Application for Renewal**
- **School Performance Summary**
 - Educational Performance Standards
 - Financial Performance Standards
 - Organizational Performance Standards
- **School Site Visit or School Presentations**

Renewal Recommendation Process

Component	Description
Initial School Performance Summary	MPS administrative staff from the Office of Contracted School Services will complete an Initial School Performance Summary for each school that is in their last year of the contract term. See the separate document: School Performance Summary for information about performance standards. (This is an <i>initial</i> summary in that the overall performance ratings and renewal recommendation will be completed via consensus by the MPS Contract Review Team after the team's review of the School Performance Summary, Application for Renewal, school presentations, and other school site visit information.)
Schools receive Initial School Performance Summary and Application for Renewal	Provide the Initial School Performance Summary and Application for Renewal to each school that is in its last year of the contract term.
School Response	Schools seeking contract renewal submit an application for contract renewal to the Office of Contracted Schools. See <i>instructions on submitting a School Application for Renewal.</i> If applicable, schools may submit additional information and/or address issues / concerns from the Initial School Performance Summary.

School Contract Review Team Session	<p>The MPS School Contract Review Team convenes. This will be an orientation session for team members on the performance evaluation and contract renewal process. At this session, team members will be provided with the Initial School Performance Summary and completed Application for Renewal for the schools seeking contract renewal. School performance data will be presented and discussed.</p>
School Contract Review Team – Individual Reviews	<p>Individual Reviews: Each MPS School Contract Review Team member individually reviews the Initial School Performance Summary and completed Application for Renewal for the schools seeking contract renewal. Team members are asked to complete the following prior to the school presentation or site visit and team discussion:</p> <ul style="list-style-type: none"> • Overall performance ratings for the individual performance measures and the section ratings on the School Performance Summary • Examples of strengths and weaknesses to support the ratings • Comments/feedback regarding the Application for Renewal • Comments/questions in preparation for school presentation or site visit
Schools Prepare for Site Visit or School Presentation	<p>Schools prepare for presentation or school site visit by the MPS School Contract Review Team.</p> <ul style="list-style-type: none"> • During the presentation or site visit, schools have the opportunity to present information included in their Application for Renewal – focusing on Educational, Financial, and Organizational Performance Standards. • Schools may also present supplementary information or, if applicable, address any issues / concerns raised. • In addition to the school leader, schools can involve representatives of School Governance Board, students, parents, and teachers. • Schools can share samples of student work • Schools should be prepared to have Review Team members visit classrooms.
At-Risk School Site Visits by MPS School Contract Review Team	<p>A school site visit will be scheduled for each school seeking contract renewal. The school site visit will be structured as follows:</p> <ul style="list-style-type: none"> • MPS School Contract Review Team meets to discuss the School Performance Summary and completed Application for Renewal. • School presentation on information included in its Application for Renewal – focusing on Educational, Financial, and Organizational Performance Standards. Schools may also provide supplementary information or, if applicable, address any issues / concerns raised. • Review team members visit classrooms and view samples of student work. • Team Reviews and Recommendations: MPS School Contract Review Team meets to review and discuss information from the Initial School Performance Summary, individual team member reviews, completed Application for Renewal, and the school site visit. At this session, the School Performance Summary will be finalized. Overall school performance ratings and renewal recommendation will be made via collaboration and consensus. • Review Team meets with school leader to present finalized school performance ratings and renewal recommendation.
Behavioral Reassignment and Other Programs School Presentation	<p>A school presentation will be scheduled for each school seeking contract renewal. The school presentation will be structured as follows:</p> <ul style="list-style-type: none"> • MPS School Contract Review Team meets to discuss the School Performance Summary and completed Application for Renewal. • School presentation on information included in its Application for Renewal – focusing on Educational, Financial, and Organizational Performance Standards. Schools may also provide supplementary information or, if applicable, address any issues / concerns raised. • School highlights success stories and provide samples of student work and accomplishments. • Team Reviews and Recommendations: MPS School Contract Review Team meets to review and discuss information from the Initial School Performance Summary, individual team member reviews, completed Application for Renewal, and the school presentation or site visit. At this session, the School Performance Summary will be finalized. Overall school performance ratings and renewal recommendation will be made via collaboration and consensus.

	<ul style="list-style-type: none"> Review Team meets with school leader to present finalized school performance ratings and renewal recommendation.
Focus Groups	CSS will conduct student, staff, and parent focus groups at the school site. The CSS team expects that each participant is present for the entirety of the meeting and is given freedom to speak regarding their knowledge of and experience of the school. The focus group composition should not include more than 10 individuals per group.
School Performance Summary provided to Schools	The finalized School Performance Summary is sent to the schools.
Recommendations and Board Item Prepared	MPS administrative staff from the Department of Contracted School Services submits recommendations to the Superintendent of Schools and prepare the recommendations for submittal to the Milwaukee Board of School Directors for action.
Recommendations to and Action by the Milwaukee Board of School Directors	Recommendations are submitted to the Milwaukee Board of School Directors' Committee on Student Achievement and School Innovation (SASI) for consideration at its meeting in May. There is opportunity for public comment at the School Board's SASI Committee meeting. The Committee's recommendation is submitted to the full Board for final action.



Instructions for Submitting a School Application for Renewal

In the last year of the contract term, schools submit an application for contract renewal. In this application, schools provide a clear, concise, and compelling rationale for contract renewal. It should demonstrate through evidence that the school has increased student achievement or has shown improvement and that it is financially and organizationally sound. The application should describe the school's strengths and successes and outline plans for continued success in the future.

The application should address the following elements. Responses should be descriptive, in narrative form, and provide examples for clarity. Response should be written in the order listed below.

Page Limit: The application should not exceed 15 pages (not counting the cover sheet).

Font and Type: A minimum of 12-point font should be used and, if possible, use Times New Roman font.

I. Partnership Renewal Cover Sheet (Attached)

II. Response to Current School Performance

Educational Performance

1. Provide a description of how the school has been faithful in implementing its educational program outlined in the program description.
2. Explain how the school has met goals and measurable objectives during the term of this contract. Highlight growth in student achievement.
3. Explain how the school has implemented the feedback from the previous partnership renewal process.

Financial Performance

4. Explain how the school has met its financial performance goals. Describe how the school is financially sound.

Organizational Performance

5. Illustrate how the school has a well-functioning organizational structure. Include pertinent information about parental involvement, staffing, health and safety, school enrollment and discipline policies, and school facilities.
6. Provide evidence that parents and students are satisfied with the school.
7. Demonstrate that the school has an active and effective school governance structure. Provide examples and explain.

II. Plans for Continued Success

Educational Performance

1. What is school's proposed enrollment and grade levels for the term of the contract?
2. Describe any changes to the school's educational program for the term of the contract.
3. Outline the school's goals and measurable objectives for the term of the contract.

Financial Performance

4. Explain the school's financial plans and forecast.

Organizational Performance

5. Illustrate plans for strengthening parental and community involvement in the school's educational mission.
6. Describe any changes to the school's governance structure.



Please indicate your school's intent to engage in the partnership renewal process. If your school chooses to engage in the process, please complete the letter of intent to the Department of Contracted School Services (CSS) by **December 20, 2019**.

If your school chooses not to engage in the process, please provide a statement regarding reason(s) for non-renewal on school letterhead which includes the School Governing Body agenda and list of participants involved in the decision-making process. Return all items along with this letter of intent to CSS by **December 20, 2019**.

On school letterhead, please include the following information:

- Date
- Intent to renew with rationale
- Renewal contact person
- School Leader signature
- School Governing Body President signature



**Partnership Presentation and Site Visit
Agenda – SAMPLE**

School Name
Date
Time

Time	Activity	Participants
8:00 am – 8:30 am	Document Review	Review Team
8:30 am – 9:30 am	Introductions and School Presentation	School Team (staff, students, families, community members, etc.) Review Team
9:30 am – 10:15 am	Classroom Observations	Review Team
10:15 am – 11:00 am	Question and Answer	School Team Review Team
11:00 am – 11:30 am	Review Team Debrief	Review Team
11:30 am – 12:00 pm	Exit Discussion	Department School Leader



Name of School:			
Contracted FTE Max:		Date:	
School Type:		Grade Levels:	
September Enrollment:		January Enrollment:	

Introduction

The contract may be renewed for subsequent years, based upon MPS’ assessment of the outcome of the contract review. MPS follows the principles and standards for contracting based on a review and evaluation of a school’s performance in three broad areas: **Academic Performance, Financial Performance, and Organizational Performance.**

Performance Ratings

Each of the three performance areas as well as each of the individual performance standards will be given a rating of either:

Ratings

Met the Standard	Did Not Meet the Standard
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The overall rating for each section and the renewal recommendation is completed via collaboration and consensus by the MPS Contract Review Team after the review of the School Performance Summary and school presentation.

Academic Performance

Academic Performance Standards:

1. The school must show improvement or maintain satisfactory status on the Alternate Accountability Performance Measures.
2. At least 60% of the pupils in grades 6-8 shall have received a passing grade in at least four of the core academic courses of English, math, reading, science, and social studies.
3. Achieve an average daily pupil attendance rate of pupils in the Educational Program that is at least 70%.
4. At least 60% of students registered for at least 45 days will demonstrate improved attendance compared to their prior school. The student's prior school is defined as the last school they were registered at for 45 or more days.
5. At least 50% of students who take the district math assessment two consecutive times at the school during the school year will either meet or exceed the district average growth for students at their grade level or reduce the gap between their scores and the proficiency benchmark by 5%
6. At least 50% of students who take the district reading assessment two consecutive times at the school during the school year will either meet or exceed the district average growth for students at their grade level or reduce the gap between their scores and the proficiency benchmark by 5%.
7. The school's overall suspension rate shall be equal to or less than the district's average for equivalent grade bands.
8. At least 60% of students registered for at least 45 days will demonstrate a decreased rate of suspensions as compared to their previous school. The student's prior school is defined as the last school they were registered at for 45 or more days.
9. Achieve 100% completion of Individualized Student Learning Plans for regular education students enrolled and registered at least 15 days.
10. At least 60% of all students registered for at least 45 days will demonstrate achievement of at least one of their Individualized Student Learning Plan behavior goals.

Met Standard	Did Not Meet Standard

Standard	2018-19	2019-20 YTD
1. The school must show improvement or maintain satisfactory status on the Alternate Accountability Performance Measures.		
2. 60% of the pupils in grades 6-8 received a passing grade in at least four of the core courses of English, math, reading, science, and social studies		
3. Met an average daily pupil attendance rate of at least 70%		
4. At least 60% of students registered for at least 45 days will demonstrate improved attendance compared to their prior school. The student's prior school is defined as the last school they were registered at for 45 or more days.		
5. At least 50% of students who take the district math assessment two consecutive times at the school during the school year will either meet or exceed the district average growth for students at their grade level or reduce the gap between their scores and the proficiency benchmark by 5%		
6. At least 50% of students who take the district reading assessment two consecutive times at the school during the school year will either meet or exceed the district average growth for students at their grade level or reduce the gap between their scores and the proficiency benchmark by		

5%.		
7. School's overall suspension rate was equal or less than the district's average		
8. At least 60% of students registered for at least 45 days will demonstrate a decreased rate of suspensions as compared to their previous school. The student's prior school is defined as the last school they were registered at for 45 or more days.		
9. Achieved 100% completion of Individualized Student Learning Plans for regular education students enrolled and registered at least 15 days		
10. At least 60% of all students registered for at least 45 days will demonstrate achievement of at least one of their Individualized Student Learning Plan behavior goals.		
Percentage of Standards Met by Year	% MET % DID NOT MEET	%MET % DID NOT MEET

School's Comments to Academic Performance Measures:

(Schools may respond to performance measures, submit additional information, and/or address areas of strength and/or challenge identified in the Academic Performance section. Additionally, schools should include statements and evidence reflecting areas of improvement related to Academic Performance.)

Financial Performance

1. Financial Audit – Contractor provides an annual financial audit. There are no material, unresolved, and/or repeat findings.
2. Budget Accounts – Contractor expends and accounts for funds in a manner consistent with the provisions of the contract. Expenditures in any category of the school's annual budget did not deviate by more than 10%, unless mutually agreed upon between MPS and Contractor.
3. Financial Accounting – Contractor expends and accounts for funds in accordance with the federal guidelines set forth in Office of Management and Budget OMB Circular(s) A21, A87, or A122.
4. Financial Records and Reporting – Contractor maintains school's financial records that are consistent with the provisions of the contract.

Met Standard	Did Not Meet Standard

Standard	2018-19	2019-20 YTD
1. Financial Audit		
2. Budget Accounts		

3. Financial Accounting		
4. Financial Records		
Percentage of Standards Met by Year	% MET % DID NOT MEET	% MET % DID NOT MEET

District's Comments to Financial Performance Measures:

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School's Comments to Financial Performance Measures:

(Schools may respond to performance measures, submit additional information, and/or address areas of strength and/or challenge identified in the Financial Performance section. Additionally, schools should include statements and evidence reflecting areas of improvement related to Financial Performance.)

Organizational Performance

1. Educational Program – Contractor operates the Educational Program consistent with the description contained in Appendix B and equips all classrooms with all materials, equipment and supplies required to implement the Educational Program.
2. School Governance – Contractor submits governance council information.
3. Parental Involvement – Contractor employs methods to ensure opportunities for parental involvement in the Educational Program.
4. Title I Requirements – Contractor complies with all of the rules and regulations applicable to Title I funding requirements consistent with federal law and the provisions of the contract.
5. Employee Qualifications and Human Resources Provisions – Contractor complies with all state statutes and provisions of the contract relative to the qualifications and hiring of individuals employed in the school. This includes, but is not limited to, ensuring that all instructional staff hold a current and appropriate license or permit issued by the Wisconsin Department of Public Instruction and background screening for both employees and volunteers.
6. Health and Safety – Contractor complies with all Board policies and all local, state and federal laws, codes, rules and regulations that apply to public schools pertaining to immunization requirements and health and safety.
7. Special Education Compliance – Contractor complies with all of the requirements of the Individuals with Disabilities in Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. School provides a free appropriate public

education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, planning educational programs, and implementing placements in accordance with those Acts.

- 8. Nutrition Services – Contractor complies with all guidelines and standards for meal service.
- 9. Financial and Compliance Audit – Contractor complies with the provisions of the contract. There are no major or minor issues of noncompliance or repeat findings.

Met Standard	Did Not Meet Standard

Standard	2018-19	2019-20 YTD
1. Educational Program		
2. School Governance		
3. Parental Involvement		
4. Title I Requirements		
5. Employee Qualifications and Human Resources Provisions		
6. Health and Safety		
7. Special Education Compliance		
8. Nutrition Services		
9. Financial and Compliance Audit		
Percentage of Standards Met by Year	% MET % DID NOT MEET	% MET % DID NOT MEET

District’s Comments to Organizational Performance Measures:

School’s Comments to Organizational Performance Measures:

(Schools may respond to performance measures, submit additional information, and/or address areas of strength and/or challenge identified in the Organizational Performance section. Additionally, schools should include statements and evidence reflecting areas of improvement related to Organizational Performance.)

Exhibits

The following exhibits may be attached as documented evidence of performance ratings:

1. Pupil Academic Achievement Report (PAAR)
2. Audit Reports
3. School Profile Detail
4. MPS Financial and Organizational Information



Partnership School Name

Address

School Profile

Mission	
School Leader	
Year Opened	
Grades Served	

Enrollment Information

Maximum Authorized Enrollment	
Total Number of Students Currently Enrolled	
Average class size	
Number of students who are currently on the waiting list	
Number of students who left the school during the prior school year	
Number of students that completed the prior school year but did not reenroll for the current school year (excluding graduates)	
Number of students who have left the school during the current school year	

Demographic and Subgroup Information for Currently Enrolled Students

Subgroup Population	Number of Students	Percent of entire student body	District Average (%)
African-American			
Asian			
Hispanic			
White			
Other			
Students with Disabilities			
English Language Learners			
Economically Disadvantaged			



Review Team Member Renewal Recommendation

Partnership school renewal decisions are based on a thorough analysis of a comprehensive body of objective evidence. Information and data from the following components are used in the renewal decision-making process:

- Partnership School Performance Summary – Educational, Financial and Organizational Performance Standards
- Application for Renewal
- School Site Visit or Presentation

Overall school performance ratings and renewal recommendation will be made via collaboration and consensus. Following a review and analysis of this information, the MPS Partnership School Contract Review Team will recommend one of the following renewal options:

Review Team Recommendation	Renewal Options	Eligibility
	<p>Full-term Renewal</p> <p>Term of One year</p>	<p>To be eligible, schools must be in the last year of the contract term and have achieved the following:</p> <p>There is a strong and compelling record of evidence that the school met or exceeded the performance standards in the areas of Educational Performance, Financial Performance, and Organizational Performance.</p> <p><u>Guidelines for Recommending One-Year Renewal:</u></p> <ul style="list-style-type: none"> • The Team determines that a school primarily merits <i>Met the Standard</i> ratings in the performance areas. • A school that receives mixed ratings may be recommended for a one-year renewal term if sufficient additional evidence obtained from the school’s Application for Renewal and School Site Visit or Presentation make this a credible recommendation.
	<p>Non-Renewal / Revocation</p>	<p>To be eligible for non-renewal or revocation, the school does not apply for renewal or the school’s educational, financial, and/or organizational performance results do not meet defined standards and are deemed unsatisfactory. This would result in a recommendation for non-renewal/revocation.</p> <p><u>Guidelines for Recommending Non-Renewal / Revocation:</u></p> <ul style="list-style-type: none"> • The school receives a <i>Did Not Meet the Standard</i> in all three areas of performance. • A school that receives mixed ratings may be recommended for non-renewal/ revocation if evidence obtained from the school’s Performance Summary, Application for Renewal, and School Site Visit or Presentation make this a credible recommendation.

SAMPLE
Review Team Member
Comments and Renewal Recommendation

Name of Partnership School: _____ **Date:** _____

The renewal recommendation is based on a thorough review and analysis of information and data from the following:

- Partnership School Performance Summary
- Application for Renewal
- School Site Visit or Presentation

Partnership School Performance Summary

Educational Performance Rating:

Met the Standard	Did Not Meet the Standard

Financial Performance Rating:

Met the Standard	Did Not Meet the Standard

Organizational Performance Rating:

Met the Standard	Did Not Meet the Standard

Summary Comments:

(Instructions: Provide summary comments and rationale for the performance ratings. Provide examples to support the ratings.)

Application for Renewal:

Met the Standard	Did Not Meet the Standard
<p>The Application for Renewal provides <i>clear, concise and compelling information</i> in the areas of Educational, Financial and Organizational Performance. The school has:</p> <ul style="list-style-type: none"> - Included ample evidence of increased student achievement or shown continuous improvement; - Provided credible examples and documented evidence of its financial performance; and - Illustrated sufficiently and convincingly that it is organizationally sound. - The school's plans for continued success are clearly and effectively outlined with full details, descriptions, and explanations. 	<p>The Application for Renewal <i>does not provide clear, concise and compelling information</i> in the areas of Educational, Financial and Organizational Performance. The school did not satisfactorily address application components. Responses lack details. Descriptions and/or examples are underdeveloped.</p> <p>The school provided:</p> <ul style="list-style-type: none"> - Insufficient evidence of increased student achievement or continuous improvement; - Unclear examples and evidence of its financial performance; and - Inadequate evidence that it is organizationally sound. - The school's plans for continued success are unclear and not fully described or developed.

Met the Standard	Did Not Meet the Standard

Summary Comments on Application for Renewal:

(Instructions: Provide examples of strengths and weaknesses in the application for renewal.)

School Site Visit or Presentation:

Met the Standard	Did Not Meet the Standard
<p>Partnership school site visit or presentation provided excellent further evidence that the school is meeting performance standards.</p> <ul style="list-style-type: none"> - School presentations clearly and effectively communicated information from its Application for Renewal. - School sufficiently addressed any issues/concerns raised by the MPS Partnership School Contract Review Team members. - School (if appropriate) provided sufficient supplementary information to further clarify performance results and ratings. - Samples of student work, classroom visits or other information reflect strongly and positively the school's teaching and learning practices. 	<p>Partnership school site visit or presentation did not provide compelling evidence that the school is meeting performance standards.</p> <ul style="list-style-type: none"> - School presentations insufficiently communicated information from its Application for Renewal. - School did not adequately address issues/concerns raised by the MPS Partnership School Contract Review Team members. - School did not provide ample supplementary information to clarify performance results and ratings. - Samples of student work, and classroom visits or other information did not necessarily positively reflect the school's teaching and learning practices.

Met the Standard	Did Not Meet the Standard

Summary Comments on School Site Visit:

(Instructions: Provide comments regarding the school site visit.)

MPS Partnership School Review Team Member

Name: _____

Affiliation: _____

Date: _____

ADMINISTRATIVE POLICY 6.34
STAFF INTERNET SAFETY ACCEPTABLE USE POLICY (AUP)

Milwaukee Public Schools offers electronic network access for students, teachers, and other staff within the school system. The purpose of having the electronic network is to support the instructional program, including learning opportunities, business applications, information retrieval, searching strategies, research skills, and critical thinking. This document defines the acceptable use of the MPS network system (i.e., WAN, LAN, Internet, and email) and computer resources by MPS Staff, as well as the obligation of school staff to educate, supervise, and monitor appropriate usage by students.

(1) EDUCATIONAL PURPOSE

(a) The district's network system has been established for educational and administrative purposes. The term *educational purpose* includes classroom activities, continuing education, professional or career development, and high-quality, educationally enriching personal research.

(b) The district's network system has not been established as a public access service or a public forum. The district has the right to place restrictions on the material which staff accesses or posts through the system. Staff is also expected to follow the rules set forth in this policy and the law in staff's use of the network system. Disciplinary action may take place against MPS staff that breaks rules, as defined in MPS administrative policy.

(c) Staff may not use the network system for commercial purposes. This means that staff may not offer, provide, or purchase products or services through the network system.

(2) RULES AND REGULATIONS

(a) Acceptable Use

Milwaukee Public Schools' networks are to be used in a responsible, efficient, ethical, and legal manner and must be in support of the educational objectives and employee guidelines of Milwaukee Public Schools.

(b) Unacceptable Use

1. Unacceptable use includes, but is not limited to, the following:
 - a. violation of copyright/trademark laws;
 - b. use of threatening or obscene material;
 - c. political or campaign materials;
 - d. sending or soliciting sexually-oriented messages or images;
 - e. changing settings on computers;
 - f. disrupting the network through casual use of the Internet;
 - g. accessing chat rooms and other social networking sites, except those set up and/or approved by school administration;
 - h. accessing programs not appropriate for educational use;
 - i. unauthorized use of password-protected programs (SIMMS, IFAS, Portal, eSIS, etc.);
 - j. access to pornography, including child pornography.
2. The casual use of the email system is permitted as long as it does not interrupt the network or interfere with the employee's assignments and the email item is a legal document.
3. Listservs may never be used for personal emails, nor may the employee use district-wide school or department email addresses.
4. Use of offensive or harassing statements or language, including profanity, vulgarity, and/or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, or religious or political beliefs, is prohibited.

5. Staff shall not cyber-bully another person. Cyber-bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another staff member or student by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings.

6. Staff shall not engage in the unauthorized disclosure, use, or dissemination of personal contact information regarding students. "Personal contact information" includes the student's full name, together with other information that would allow an individual to locate the student, including the student's family names, the student's home address or location, the student's work address or location, or the student's phone number.

(3) EDUCATION, SUPERVISION AND MONITORING

(a) It shall be the responsibility the Chief Academic Officer and Director of Technology to educate, supervise, and monitor usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protection Children in the 21st Century Act.

(b) Procedures for the disabling or otherwise modifying of any technology-protection measures shall be the responsibility of the Director of Technology or designated representatives.

(c) The Chief Academic Officer or designated representatives shall provide appropriate training for staff who use the school's Internet facilities. The training provided will be designed to promote the school's commitment to:

1. the standards and acceptable use of Internet services as set forth in the MPS Internet Safety and Acceptable Use Policy;
2. staff and student safety with regard to:
 - a. safety on the Internet;
 - b. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - c. cyber-bullying awareness and response; and
3. compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, participating staff will acknowledge that he/she has received the training, has understood it, and will follow Staff Internet Safety Acceptable Use Policy (AUP).

(d) CIPA definition of terms:

1. **Minor.** The term *minor* means any individual who has not attained the age of 17 years.
1. **Technology-Protection Measure.** The term *technology-protection measure* means a specific technology that blocks or filters Internet access in visual depictions that are:
 - a. *obscene*, as that term is defined in section 1460 of Title 18, United States Code;
 - b. *child pornography*, as that term is defined in section 2256, of Title 18, United States Code; or
 - c. harmful to minors.
2. **Harmful to Minors.** The term *harmful to minors* means any picture, image, graphic image file, or other visual depiction that:
 1. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 2. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact,

- actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

(4) SYSTEM SECURITY AND RESOURCE LIMITS

(a) System Security

1. Attempts to login to the system as any other user, to share a password, or to allow a security breach may result in cancellation of user privileges.
2. Staff will immediately notify a system administrator if he/she has identified a possible security problem. Staff, however, shall not look for security problems, because this may be construed as an unlawful attempt to gain access. Staff shall not demonstrate any such problem to other users. Messages relating to, or in support of, illegal activities may be reported to the authorities.
3. Staff will avoid the inadvertent spread of computer viruses by following the district's virus-protection procedures.

(b) Resource Limits

Staff will not download files unless absolutely necessary for educational or administrative purposes. If deemed necessary, staff shall immediately remove the file from the computer/network after there is no longer a need access to it.

(5) EMAIL ACCOUNTS

- (a) Email accounts are to be used only by their owners.
- (b) Electronic mail is not guaranteed to be private: system operators have access to all mail.
- (c) All staff email is archived for a period of seven years, in accordance with the Open Records Act.

(6) PRIVACY

(a) Privacy

1. Staff should expect only limited privacy in the contents of their personal files on the network system and records of their online activity. This district's monitoring of Internet usage can reveal all activities in which staff engage in using the network system.
2. Routine maintenance and monitoring of the network system may lead to discovery that staff has violated this policy or the law. An individual search will be conducted if there is reasonable suspicion that staff has violated this policy or the law. The investigation will be reasonable and related to the suspected violation.
3. Confidential files are to be accessed only by appropriate personnel.

(b) Due Process

1. The district will cooperate fully with local, state, or federal officials in any investigation related to any unlawful activities conducted through the network system.
2. In the event there is a claim that a member of the staff has violated this policy in his/her use of the network system, he/she will be provided with notice and opportunity to be heard in the manner set forth in administrative policy.

(7) LIMITATION OF LIABILITY

The district will not guarantee that the functions or services provided through the network system will be without error. The district will not be responsible for any damage which staff may suffer, including, but not limited to, loss of data, interruptions of service, or exposure to inappropriate material or people. The district will not be responsible for the accuracy or quality of the information obtained

through the network system. The district will not be responsible for financial obligations arising through the unauthorized use of the system.

History: Adopted 1-25-2007; Revised 6-24-10; 6-28-12
Cross Ref.: Admin. Policy 8.47 Children’s Internet Protection Act
Admin. Policy 8.48 Student Internet Safety Acceptable Use Policy (AUP)

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ADMINISTRATIVE POLICY 8.48
STUDENT INTERNET SAFETY AND ACCEPTABLE USE POLICY (AUP)

This document defines for students the acceptable use of the MPS network system (i.e., WAN, LAN, Internet, email, computer, and other technological resources). Following this policy allows students to use the Internet in a safe and responsible manner.

(1) PURPOSE

(a) The district's network system has been established for educational and administrative purposes. The term *educational purposes* includes classroom activities, continuing education, professional or career development, and high-quality, educationally-enriching personal research.

(b) The district's network system has not been established as a public access service or a public forum. The district has the right to place restrictions on the material which students access or post through the system. Students are also expected to follow the rules set forth in this policy, the student disciplinary code, and the law in their use of the district's network system. Teachers, counselors, administrators, and other school personnel may take disciplinary action against MPS students who break rules. Disciplinary actions are set according to federal and state laws and MPS administrative policies.

(c) Students may not use the district's network system for commercial purposes. This means students may not offer, provide, or purchase products or services through the district's network system.

(2) ACCESS TO ONLINE MATERIALS

(a) The material which students access through the district's network system should be for class assignments or for personal research on subjects similar to those that a student might study in a class or in the school library. Use for entertainment purposes is not allowed.

(b) Students shall not use the district's network system to access the following:

1. material that is obscene;
2. pornography, including child pornography;
3. material that depicts, or describes in an offensive way, violence, nudity, sex, death, or bodily functions;
4. material that has been designated as for adults only;
5. material that promotes or advocates illegal activities;
6. material that promotes the use of alcohol or tobacco or school cheating, or material that advocates participation in hate groups or other potentially dangerous groups;
7. material that is deemed harmful to minors.

(c) If a student mistakenly accesses inappropriate information, he/she should immediately report this access in the manner specified by his/her school. This will protect the student against any claim that he/she has intentionally violated this policy.

(d) The district has installed technology-protection measures to block access to inappropriate material and to visual depictions deemed obscene, child pornography, or harmful to minors.

1. If a student feels that the filtering software is blocking access to an appropriate site, the student should report this to the school's library media specialist, instructional technology leader, principal, or teacher.
2. Students shall not seek to bypass the filtering software by using a proxy site or some other technology.

(e) New technologies are being invented constantly, and it is impossible to predict what systems or applications will be available for use in the future. This policy applies to all technologies currently in use on the MPS network, as well as those technologies that may be used on the MPS network in the future.

(3) EDUCATION, SUPERVISION AND MONITORING

(a) It shall be the responsibility of all members of the school staff to educate, to supervise, and to monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protection Children in the 21st Century Act.

(b) Procedures for the disabling or otherwise modifying of any technology-protection measures shall be the responsibility of the Director of Technology or designated representatives.

(c) The Chief Academic Officer or designated representatives will provide age-appropriate training for students who use the school's Internet facilities. The training provided will be designed to promote the school's commitment to:

1. the standards and acceptable use of Internet services as set forth in the MPS Internet Safety and Acceptable Use Policy;
2. student safety with regard to:
 - a. safety on the Internet
 - b. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - c. cyber-bullying awareness and response; and
3. compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the MPS Internet Safety and Acceptable Use policies.

(d) CIPA definition of terms:

1. **Minor.** The term *minor* means any individual who has not attained the age of 17 years.
2. **Technology-Protection Measure.** The term *technology-protection measure* means a specific technology that blocks or filters Internet access in visual depictions that are:
 - a. **Obscene**, as that term is defined in section 1460 of Title 18, United States Code;
 - b. **Child Pornography**, as that term is defined in section 2256, of Title 18, United States Code; or
 - c. harmful to minors.
3. **Harmful to Minors.** The term *harmful to minors* means any picture, image, graphic image file, or other visual depiction that:
 - a. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - b. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

(4) SYSTEM SECURITY AND RESOURCE LIMITS**(a) System security**

1. Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their accounts. Students should change their passwords regularly. Under no conditions should students provide their passwords to other people. Students should always log off the computer when they are finished.

2. The students shall immediately notify a teacher or another school employee if the student has identified a possible security problem. Students, however, shall not look for security problems, as this may be construed as an unlawful attempt to gain access.

3. Students shall avoid the inadvertent spread of computer viruses by following the district's virus-protection procedures.

(b) Resource Limits

1. Students shall use the system only for educational and career-development activities and limited, high-quality personal research.

2. Students shall download only those files (e.g., music files and images) deemed necessary for educational purposes, with the instructor's permission. The files shall be removed from the network after students no longer need access to them.

(5) COMMUNICATION SAFETY

Students shall not disclose names, personal contact information, or any other private or personal information about themselves or other students or minors. "Personal contact information" includes the student's full name, together with other information that would allow an individual to locate the student, including the student's family name, the student's home address or location, the student's work address or location, or the student's phone number.

(6) UNLAWFUL, UNAUTHORIZED AND INAPPROPRIATE USES

(a) Unlawful Activities

1. Students shall not attempt to gain unauthorized access to the district's network system or to any other computer system through the district's network system, nor shall they go beyond their authorized access. This includes attempting to log in through another person's account or to access another person's files.

2. Students shall not make deliberate attempts to disrupt the district's network system or any other computer system or to destroy data by spreading computer viruses or by any other means.

3. Students shall not use the district's network system to engage in any other unlawful act, including, but not limited to, arranging for a drug sale or the purchase of alcohol or weapons, engaging in criminal gang activity, or threatening the safety of any person.

(b) Inappropriate Language and images

1. Restrictions against inappropriate language apply to all speech communicated through the district's network system, including public messages, private messages, and material posted on Web pages, wikis and blogs, or any other social networking sites.

2. Students shall not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

3. Students shall not post information that could cause damage or a danger of disruption to their schools or to any other organizations or persons.

4. Students shall not engage in personal attacks, including prejudicial or discriminatory attacks.

5. Students shall not harass or bully other persons. Students shall not cyber-bully other persons. Cyber-bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings.

6. Students shall not knowingly or recklessly post false or offensive information about a person or organization.

7. A students shall promptly disclose to his/her teachers or other school employee any messages that the student receives from any other person that is in violation of the restrictions on inappropriate language.

(c) Plagiarism and Copyright Infringement

1. Students shall not plagiarize work that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were one's own.
2. Students shall respect the rights of copyright owners in their use of materials found on, disseminated through, or posted to the Internet. Copyright infringement occurs when one inappropriately reproduces a work that is protected by a copyright.

(7) PRIVACY

1. Students should expect only limited privacy in the contents of their personal files on the district's network system and records of their online activity.
2. The district will cooperate fully with local, state, and federal officials in any investigation related to any unlawful activities conducted through the district's network system.

(8) VIOLATIONS OF THIS ACCEPTABLE USE POLICY

Violations of this policy may result in loss of access as well as other disciplinary or legal action in accordance with administrative policy. A student's violation of this policy shall be subject to the consequences as indicated within this policy, as well as other appropriate discipline. Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. If the violation also involves a violation of other provisions of other school rules, it will be handled in a manner described in the school rules. Additional restrictions may be placed on a student's use of his/her network account.

(9) LIMITATION OF LIABILITY

The district will not guarantee that the functions or services provided through the district's network service will be without error. The district will not be responsible for any damage which the student may suffer, including but not limited to, loss of data, interruptions of service, or exposure to inappropriate material or people. The district will not be responsible for the accuracy or quality of the information obtained through the system. The district will not be responsible for financial obligations arising through the unauthorized use of the system. A student's parents may be held financially responsible for any harm that may result from the student's intentional misuse of the system.

History: Adopted 1-25-2007; Revised 6-24-10; 6-28-12

Cross Ref.: Admin. Policy 8.47 Children's Internet Protection Act
Admin. Policy 6.34 Staff Internet Safety Acceptable Use Policy (AUP)

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Title I

Every Student Succeeds

2020-21 Non-Instrumentality Charter School Title I Reimbursement Procedures

Schools must submit their annual Title I Preliminary Budget to the Title I Office by **September 25, 2020**. Title I supports supplemental instruction for students, professional development for teachers of Title I students, and parent involvement for parents of Title I students. The budget should be set up according to how the Title I funds will be expended during the school year. Instruction, professional development and parent involvement become the categories for budget planning.

Reimbursement will be made to schools three times a year. The Title I Expenditure Claim Report should be submitted on **December 11, 2020, March 19, 2021 and June 11, 2021**. When submitting the Title I budget, schools are to submit the name of the employee or contractor paid from Title I funds and indicate the academic area supported. Changes in this support should be reported to the Title I Office. Please note that the budget and claim forms are combined into the same Excel workbook and designated by tabs at the bottom of each sheet. Remember to change the date on the form when submitting for each claim period.

The claims on the Title I Expenditure Claim Report should match the amount of the line items from the annual Title I Budget submitted in September. If the claim amounts are not the same, the school must provide written justification for the change.

Title I staff will review the Title I Expenditure Claim Report for appropriate expenditures. If there are corrections or concerns regarding the expenditures, the school leader will be contacted immediately. ***Additional documentation may be requested from the Title I office or the Office of Finance at any time for further processing of expenditures.*** If there are no corrections or concerns, the Title I Coordinator will forward the request for reimbursement to the Office of Finance for further review and processing. Once the reimbursement has been reviewed and processed by the Office of Finance, it will be returned to the Title I Office.

Please designate on the Title I reimbursement claim form the method for check distribution (pick up in Title I or certified USA mail). To pick up the reimbursement, the school leader must provide the Title I Office with identification to be copied and must sign off that he/she has received the reimbursement.

Documentation requirements when requesting claims for Parent Involvement, Professional Development, and Purchase of General Service Reimbursements

All expenditures must be allowable according to federal guidelines. Expenditures that are not allowable will not be reimbursed. The expenditures submitted for reimbursement must be dated and have a clear description of the activity, purchase or service provided.

Documentation may include, but is not limited to:

- **a copy of the cancelled check(s)**
- **a copy of the credit card statement(s), if applicable**
- **a copy of the paid invoices**
- **a copy of dated receipts with items to be reimbursed identified**
- **a copy of the payroll register, if requesting salary reimbursement**
- **a copy of dated sign in sheets, agendas or other training evidence**

When attending professional development trainings out-of-state, requested documentation may include the following, but is not limited to:

- **a copy of the registration form***
- **a receipt for registration***
- **proof of participation (name tag or other proof of attendance)**
- **a receipt for the hotel showing all charges with a zero balance (Title I will pay taxes on an out-of-state hotel charge)**
- **parking or toll receipts (if applicable)**
- **an agenda of the activities**
- **a summary of all expenditures for travel**

*These items may be used to support the claim of expenditures for local professional development trainings.

NOTE: Title I does not reimburse taxes. All Title I expenditures must be documented on the required documentation and supporting documentation must be provided with a detailed explanation of the Title I expenditures.

Special Note: Time and effort reporting is required for positions of less than 1.0 FTE paid from Title I.
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2020-2021 TITLE I ALLOWABLE EXPENDITURE GUIDELINES

The purpose of Title I is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Federal law directs that Title I funds are to be used for the purpose of student achievement, professional development and to build parent capacity to better support their child's educational attainment.

In general, Title I funds are to be used to enhance the regular school program and should be consistent with the School Improvement Plan. When determining if expenditures are appropriate, ask the following questions:

- How is this expenditure helping improve student's academic achievement in core subject areas, especially reading and mathematics?
- How is this expenditure providing supplemental support to students most at risk of failing?
- Does the expenditure support student instruction, professional development or parent involvement related to the high-need, core student achievement areas identified in the annual school improvement plan?
- How does this expenditure increase the participation of parents in educating their child or assist parents to support student achievement? MPS recognizes the importance of regular, consistent two-way communication with parents.

The Milwaukee Public Schools follows expenditure guidelines for federal programs as set forth in the Office of Management and Budget's Uniform Grant Guidance. The district adheres to a standard that all expenditures charged to federal grants must be reasonable, ordinary and necessary in order for a cost to be reimbursed. Some expenses not reimbursable with federal funding may be supported with other local or school resources. In all instances, whether or not a specific expenditure is allowable under a grant, district policies must be followed.

The attached chart provides a partial listing of expenditure purposes for which schools have requested guidance in the past under Title I guidelines. **All expenditure requests must provide documentation, such as explanations, fliers, agendas, etc. showing the appropriateness (see bullets above) and alignment to the purpose of Title I (see above).**

If you are unsure if a proposed expenditure meets guidelines, please contact the following depending on the school type: for public schools – the budget analyst assigned to your school; for non-instrumentality charter schools, partnership schools and non-public – Shelley Perkins at 414-475-8122.

REFERENCE GUIDE TO ALLOWABLE TITLE I EXPENDITURES					
Expenditure Type	Allowable	Allowable with Conditions	Allowable with Prior Approval	Not Allowable	Reasonable and Necessary
Advertising - brochures informing parents of school achievement, rules, regulations, etc. are allowable. Billboards or other strategies to promote enrollment opportunities are not allowable.		X			X
Alcoholic beverages				X	
Appliances (stoves, refrigerators, microwaves, etc.)				X	
Athletics/athletic awards/yearbooks				X	
Banquets/award programs/carnivals/fairs/luncheons/brunches/parties/picnics				X	
Bereavement or congratulatory cards, flowers or gifts.				X	
Building supplies/repairs/modifications				X	
Childcare for parents while attending school-sponsored events (Contact your budget analyst/the ESEA Division)		X			X
Computers – classroom, student use only <i>*see below</i>		X			X
Copiers, postage meters, other office equipment				X	
Decorations/flowers				X	
Employee incentive or recognition gifts				X	
Equipment (non-capital)			X		X
Family engagement: Activities to promote family engagement are allowable and include strategies such as student/parent reading nights, support for lending library on parenting skills or other materials for parent development	X				
Field trips - educational in nature only. No overnight trips. No amusement or water parks. Trips taken during non-school periods require the approval of Risk Management		X			X
Flat Screen TVs/home theater systems				X	
Food for staff activities or trainings				X	
Food for parent activities – Only if the training or activity is at least two hours in length and runs over a normal meal time. Title I allows light snacks/light meal to be served. An agenda showing parent activities that support the academic achievement of students must be submitted along with the sign-in sheet.		X			X
Fund raisers - No food, door prizes, equipment or other fundraiser support				X	
Furniture – usually not allowed (supplanting) since the district provides general classroom and administrative furniture and fixtures. Contact the Title I office/your budget analyst before purchasing. Non-classroom furniture will not be allowed.			X		X
Gift certificates/gift cards				X	

**The definition of computers now includes additional interactive devices such as an iPad or iPod touch, laptop, interactive whiteboard, interactive TV, Mimio, kindle and chrome books.*

REFERENCE GUIDE TO ALLOWABLE TITLE I EXPENDITURES					
Expenditure Type	Allowable	Allowable with Conditions	Allowable with Prior Approval	Not Allowable	Reasonable and Necessary
Graduation activities/materials				X	
Homeless student supplies, educational fieldtrip admissions, and emergency clothing, including uniforms, if uniforms are required. The Homeless Office recommends budgeting \$25.00 per homeless student for this purpose	X				
Incentives or rewards for students, parents or staff. Monetary incentives or rewards are never allowable. Kindles, iPads, apps, etc. are not allowable as giveaways for students, parents or staff				X	
Instructional materials (additional or supplemental textbooks and workbooks, not adopted textbooks)	X				
Licenses for software or curriculum used by school (Examples: Plato software license and Upward Bound membership)	X				
Leases for copiers, postage meters				X	
Lodging and per-diem - follow district guidelines. No hotels for conferences or trainings held within 100 miles of Milwaukee. Pre-approvals must be submitted 30 days prior to travel		X			X
Mailings – informational to parents, mailings on ESSA Identifications schools, testing dates, newsletters, mailing school newspapers, etc.	X				
Parent training or educational services: Workshops or other trainings around school high-need areas such as tutoring skills for math and/or English, attendance, monitoring student performance through on-line grade book, understanding student planners, the special education IEP process, child advocacy, etc.	X				
Parent recognition luncheon or other recognition events				X	
Parent-student dinner/Parent-staff dinners				X	
Professional development – – Including training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making. Title I funds may not be used to pay for any technology items required/needed for course.	X				
Raffles/door prizes/gift cards				X	
Salaries/fringes for: core instructional staff at public Title I schoolwide schools only; Title I instructional staff serving Title I students only at Title I Targeted Assistance schools.	X				

**The definition of computers now includes additional interactive devices such as an iPad or iPod touch, laptop, interactive whiteboard, interactive TV, Mimio, kindle and chrome books.*

REFERENCE GUIDE TO ALLOWABLE TITLE I EXPENDITURES					
Expenditure Type	Allowable	Allowable with Conditions	Allowable with Prior Approval	Not Allowable	Reasonable and Necessary
Student Fees - annual student activity fees (homeless children only)				X	
Student incentives - cash or gifts				X	
School supplies - educational supplies including replacement and special program textbooks and teacher guides	X				X
Substitute teachers for core academic program at Title I schoolwide schools and substitute teachers for Title I teachers at Title I targeted assistance schools	X				
Translation Services: Translation of school notices for parent notifications and parent-student conference translation services	X				
Theater systems/auditorium installations				X	
Transportation for students from after-school programming that includes an academic component	X				
Travel: MPS staff or parents only following district guidelines. Only costs directly associated with permissible travel within the continental United States will be reimbursed. No costs for tours/souvenirs offered by the event will be reimbursed.		X	X		X
Tutoring: MPS hired or contracted teachers may be paid to provide before or after-school tutoring for students.	X				
Transportation for parents (Contact your budget analyst/Title I office)	X				X
T-shirts, book bags, baseball caps, water bottles, athletic uniforms, letter sweaters or other school "Spirit" apparel or marketing items with school, vendor or district logos				X	
Uniforms - staff or student (schools that require uniforms may purchase uniforms for homeless children)				X	
Water coolers/Water systems				X	

**The definition of computers now includes additional interactive devices such as an iPad or iPod touch, laptop, interactive whiteboard, interactive TV, Mimio, kindle and chrome books.*