

Shalom HS

2023-2024 Daily Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
1 st Period 8:55 am – 10:10 am	4 th Period 8:55 am – 10:10 am	1 st Period 8:55 am – 10:10 am	4 th Period 8:55 am – 10:10 am	1 st Period 8:55 am – 9:25 am
Advisory 10:15 am – 10:45 am	Advisory 10:15 am – 10:45 am	Advisory 10:15 am – 10:45 am	Advisory 10:15 am – 10:45 am	2 nd Period 9:30 am – 10:00 am
2 nd Period 10:50 am – 12:05 pm	5 th Period 10:50 am – 12:05 pm	2 nd Period 10:50 am – 12:05 pm	5 th Period 10:50 am – 12:05 pm	3 rd Period 10:05 am – 10:35 am
Lunch 12:10 pm – 12:55 pm	Lunch 12:10 pm – 12:55 pm	Lunch 12:10 pm – 12:55 pm	Lunch 12:10 pm – 12:55 pm	4 th Period 10:40 am – 11:10 am
3 rd Period 1:00 pm – 2:15 pm	6 th Period 1:00 pm – 2:15 pm	3 rd Period 1:00 pm – 2:15 pm	6 th Period 1:00 pm – 2:15 pm	5 th Period 11:15 am – 11:45 am
Next Step Skill Attainment Office Hours 2:15 pm – 4 pm	Next Step Skill Attainment Office Hours 2:15 pm – 4 pm	Next Step Skill Attainment Office Hours 2:15 pm – 4 pm	Next Step Skill Attainment Office Hours 2:15 pm – 4 pm	6 th Period 11:50 am – 12:20 pm
				Advisory <i>Family Feast</i> Friday 12:20 pm – 1:00 pm
				Next Step Skills attainment 1:00 pm - 4 pm

Partnership School Application for Renewal

Shalom High School turning Obstacles into Stepping Stones!

October 2023

ISSUED BY

Shalom High School

1749 N. 16th Street | Milwaukee, Wisconsin | 53205

REPRESENTATIVE

Denise Pitchford

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A. Academic Performance

1. *Based on the current program description, provide an analysis of how the school has been faithful in implementing its educational program during the term of its contract.*

The mission of Shalom High School is to partner with students to re-envision their obstacles as stepping stones toward their future. Our vision is that students will create and execute a post high school plan that will prepare them to succeed in career, educational and/or employment choices. The goal of executing this mission and vision with Shalom students is creating an environment where they can be successful and learn real world life skills to assist them in being successful beyond high school.

Shalom prides itself on being flexible on ways to help and reach students to assist them in obtaining their goals. Each student sits down with either the graduation coach, co-director, and/or social worker to discuss their goal graduation date and the path it will take to get there, their own individualized learning plan. Shalom continues to create an environment for students to be successful through a variety of ways for students to earn credits. They are not just able to earn credit through their assigned courses but they are able to complete skill projects that prove mastery in particular subjects. The students are able to work independently or with the support of their teachers to complete the skill and show tangible evidence of mastery to receive credit attainment. The skills continue to be revised by the teachers of the various subjects to ensure that the work the students are being asked to complete is both relevant and aligned to the common core standards. The students are able to work with the graduation coach to choose a project that aligns with their graduation plan. The progress of the projects are monitored through a shared google classroom. It is shared with the academic teacher, the graduation coach and the SPED teacher.

Shalom continues to find ways to engage the students in the community through our relationship with the Division of Vocational Rehabilitation-Department of WorkForce Development. The students who participate in this program are assigned on the job training experiences, work experiences while in high school, career counseling and guidance. SPED students participate with the School to Work Transition Program. Through this program, they are able to take part in the Community Assessment Training Program, On-The-Job Training/Education and Employment Training Programs. Students also have the opportunity to participate in college level classes through the Milwaukee Area Technical College where they earn college credits while attending Shalom. The Graduation Coach and Mentor work with students to find internships and community work and education experience to enhance their knowledge of what their desired post high school plan is. The graduation coach is presently working with the department of

Contract Compliance Services to assist our students in obtaining real life work experiences in the students area of interest.

2. Explain how the school has met goals and measurable objectives during the term of this contract. Highlight growth in student achievement and provide evidence of how the school is making progress towards meeting its academic outcomes.

The Shalom staff is committed to teaching and helping students to reach their goal of earning a high school diploma, as well as, making sure that students leave Shalom with a plan for post-high school. Therefore, it is crucial that we inform our practices based on data and evidence. During the course of this 3-year contract, one of our major goals has been an increase of student engagement and cultural relevance in the classroom. We have engaged in a variety of professional development, and in the last years have included instructional coaching. We will continue to review the data received from the MPS Walk Throughs, observations and evaluations to improve class strategies and instruction. Feedback from these tools will drive the individualized plan for the teachers instructional coaching sessions with a coach.

Shalom High School has traditionally maintained a suspension rate significantly below that of the district. In the 2021-22 school year Shalom had a suspension rate of 0% compared to the district's suspension rate of 20.2%. In the 2022-23 school year Shalom had a suspension rate of 17% compared to the district's rate of 22%. We recognize that 2022-23 was perhaps the highest suspension rate in Shalom's history. We attribute some of this increase to students readjusting to a regular school year after the struggles of COVID in the two previous years. We have also put additional policies and procedures in place to support students before issues escalate to the point of suspension. We believe it is important to note that many of our students have significant histories of suspensions previous to enrollment at Shalom, our intentional development of a safe and welcoming environment allows for lower rates.

Many of Shalom's students have historically poor patterns of attendance. Indeed, truancy is one of the possible criteria for admission. Shalom has a committed team of advisors and a very talented social worker, who all work together to seek out students and attempt to remove barriers to their attendance. Independent living and economic need often drive our students to obtain employment within school hours. Real economic need is a difficult issue to contend with. In the 2021-22 school year Shalom had an average daily attendance rate of 62.1%, with 65.6% of students showing improved attendance compared to their previous school. In 2022-23, our average daily attendance rate rose to 65.7%. 50% of students in 2022-23 showed an improved attendance rate compared to their previous school.

Many students come to Shalom behind in credit attainment, helping these students regain credit represents a significant portion of the school's mission. In 2021-22 63.9% of

students earned 1.5 credits or more in each trimester they were enrolled at Shalom. For 57.4%, of students this represented an improvement in credit attainment relative to their previous school. For the 2022-2023 school year 79.5% of students earned an average of 1.5 or more credits for every trimester enrolled in Shalom. 59.6% of Shalom students showed improvement in credit earning compared to their previous schools.

In the fall of 2021-22, 93% of tested students in the 9-11th grades fell into the significantly behind or well behind categories in terms of their achievement on the STAR reading assessment. When assessed again in the winter, that number fell to 85%. After the third round of testing, the number of students scoring significantly behind or well behind rose to 91% for reading. Although not significant enough to change performance categories, 47% of students tested did show gain in percentile ranking at some point in the year.

In the fall of 2022-23, 88% of tested students in the 9-11th grades fell into the significantly behind or well behind categories in terms of their achievement on the STAR reading assessment. This number rose (to 94%) when tested again in the winter. Although not significant enough to change categories, 27% showed an increase in scale score representing growth in reading ability in the period between tests.

In terms of math achievement, 80% of tested 9th - 11th grade students in 2021-22 scored in the significantly or well below range in the fall round of STAR testing. This number fell to 72% in the winter assessment. In spring, the number of students scoring significantly below or well below fell to 66%. Although not significant enough to change categories, 41% of students demonstrated growth in math in 2018-19 as measured by STAR tests.

In the fall of 2022-23, 90% of students fell into the significantly behind or well behind categories in terms of their achievement on the STAR math assessment. This number fell to 86% when students were tested again in the winter. In spring, the number of tested 9th - 11th grade students scoring SBWB fell to 82%. 38% of students showed some percentile rank growth in math in 2022-23, although this improvement was not great enough to move many of them into new performance categories.

3. *Describe how the school provides intensive, individualized support to students who have fallen off track and face significant challenges to success. Explain how the school engages students in post-secondary readiness.*

Teachers at Shalom serve a dual role as both teachers and advisors. Part of Shalom's professional development plan has a focus on mentoring. It is important that the staff of Shalom see themselves as a partner with the student in a mentoring role. A mentor serves as a coach and an encourager, as well as, an advisor and teacher. The teacher-student

advising/mentoring relationship provides students with academic supervision, career options, and emotional support. Students are assigned to advisors at the beginning of the school year. Twice a year, every student works with his or her advisor to develop a Student Learning Plan (SLP). The advising/mentoring aspect of the Shalom program is crucial for each student to make the most of his or her opportunities at Shalom. During advisory students participate in weekly data days. During these days', students review their prior week's attendance and set a goal for the next week, review their real time grades and each trimester they review their credit attainment in their pursuit of graduation. In addition, daily in advisory there is a talking circle where students share their highs and lows, as well as, a social emotional learning lesson. A very important aspect of the advising relationship here is to keep our students from falling through the cracks. Having a specific person of contact on a daily basis for students is imperative.

Advisors are required to make daily phone calls to their advisee students who are absent. In addition, each staff member has students that they are required to work with for check in/check out. In addition to calls teachers reach out to students via email, snail mail, the Remind app, and drive by visits to contact students. If advisors are unable to reach the student through those medium, they submit a social work referral.

Each year as a group the staff sits down and goes over the enrollment list student by student to create an "angel list". The angel list ensures that each student has someone in the building they can talk to or have a relationship with. Relationship is not just knowing the student by name, but knowing the background, family structure, living arrangements, any extenuating circumstances, etc. If the staff as a group identifies a student that no staff member has a connection with, there is an intentional plan implemented to work to develop a genuine relationship and ensure that the student knows they have someone who can help and support them in the school.

During a student's initial interview, they are asked to share their goals for post high school. That information is shared with the graduation coach who shares it with the staff as they work with the students. Having this knowledge assists us in finding opportunities that align with the students interest. In preparation for the student's post high school plans, students will complete the Xello: College & Career Readiness to prepare them for success. Students that are at Senior status or have the possibility of graduating are assigned a class where they meet with the graduation coach and mentor at least three times a week. The graduation coach and mentor work with the student on their graduation plan, credit attainment and post high school plan. The graduation coach has developed a google document that is shared with the staff with all of the information on each individual student for the purpose of the staff working together to ensure the success of the students graduation and beyond. The coach and the mentor have several roles. They act as a guidance counselor, an advocate with the student(s) as needed when they are discussing grades, homeworks, etc. with teachers and focus on student attendance and credit attainment. The graduation coach and mentor also have the primary responsibility of working with the students on their Defense of Graduation where they present their

approved high school plan to a team of 3 panelists (advisor, additional staff member & community member).

4. Explain how the school has implemented feedback from the previous partnership renewal process.

Attendance and student engagement have been two areas of feedback Shalom has focused on. The attendance has been the main focus as without attendance it is hard to work through the other areas.

Shalom has worked tirelessly to improve attendance for the students and non attenders. Several incentives have been offered throughout the year including but not limited to gift cards, field trips and in school and out of school exploratory experiences. Students who are absent receive phone calls from their advisors and the school social worker, emails, messages through the Remind app, and drive-by visits from staff members. The advisor/mentor is responsible for knowing the circumstances surrounding the student's absence. Shalom was encouraged to identify the circumstances surrounding the absences and where possible, find non-traditional ways to work with students to accommodate various circumstances for the absences.

The school works with each student individually to develop their own individualized learning plan (not SPED plan - just a name for what we do). For example, if student A is unable to make it to school because they don't have the importance of contributing to the school community, they are planted at the enrollment interview.

Instructional coaching with a focus of engagement and culturally relevant teaching and learning have been the instructional focuses. Each teacher has an instructional coach that works with them to develop lessons that promote engagement with productive struggle within the lessons. Teachers work collaboratively to exchange ideas, techniques and tools that work in each classroom to ensure success for students.

a. Community Partnerships: How have the community partnerships impacted student outcomes?

The continued development of community partnerships has introduced students to various colleges, jobs and careers they may not have known existed. By utilizing community partnerships like Employ Milwaukee, we have been able to gain access to various training programs to support the interests of the students. Next Step, a program designed and implemented by the Graduation Coach has been instrumental in the introduction of students to jobs and careers they were not familiar with. Our partnership with Educators Credit Union has afforded the students the opportunity to have financial classes and a simulation for budgeting and money priorities.

Other community partnerships include:

- Caring Angels Daycare
- Cross Lutheran Church
- Educators Credit Union
- Employ Milwaukee
- Fathers Making Progress
- Feeding American
- Greater New Birth Church
- Sebastian Family Psychology Practice, LLC
- PIVOT Social Services

2. *Demonstrate that the school has an active and effective school governance structure. Provide examples and explain.*

Shalom's administrators hold routine meetings with its governing bodies, Milwaukee Public Schools and TransCenter for Youth. Shalom's short- and long-term goals are discussed. Shalom administrators meet regularly with one of the members of the Board of Directors or School Support Committee to discuss areas of improvement, strengths and concerns.

III. Plans for Continued Success

A. *Academic Performance*

1. *Describe any proposed changes to strengthen the school's educational program for the term of the next partnership school contract, including but not limited to: academic performance and postsecondary readiness.*

Shalom will continue to work to strengthen the goals as set in the preceding contract. During these past three years, Shalom has worked to plan, set the foundation and begin the work of the following goals. In our infancy, stage we have seen how it can be successful and strengthen the program for the students of Shalom.

Shalom will maintain and develop additional internship/work experiences programming with Shalom students and community agencies. It has been developed in the School to Work format. Shalom will continue to work with community organizations and agencies to allow our students to gain skills and experience that will transfer to a part time/full time job. The contact on the internships will have an assessment tool to use at the completion of the internship and will stay in consistent communication with the graduation coach and/or mentor.

Shalom will seek out additional programming and partnerships with community organizations that will work with our 18 year and older students to participate in training

programs with the possibility of a position at the completion of the program. This will be based on the students' interests and post high school plan. In addition, a career assessment will be completed by each student to introduce them to those jobs and/or careers that work with a student based on their strengths and interests to find positions.

For the convenience of the at-risk population that we serve, Shalom will continue to offer its students a blended learning and virtual learning option. Teachers will work with students to develop a combination of Asynchronous and Synchronous learning using a combination of Google Classroom, Edgenuity and Google Meet/Zoom platform. We will continue to refine this goal to ensure that students are not only prepared for it, but successful with it.

2. Provide the proposed enrollment numbers for the term of the contract.

Shalom plans to serve 110 students grades 9 through 12

3. Outline the school's goals and measurable objectives for the term of the next partnership school contract and describe how the school plans to meet these goals.

Shalom will continue to strive to reach and surpass the goals as outlined in the PAAR and Alternate Accountability Measures.

Shalom High School is committed to ensuring that every Shalom High School Graduate has a post high school plan. Shalom will keep data on post-graduation plans using College, Career/Job and Military as the categories. A school wide goal will be 85% of the students who graduate will be able to be tracked to one of these three categories.

B. Financial Performance

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

TransCenter for Youth's administrative team is committed to streamlining operations, including an emphasis on financial processes and procedures. The board and administrative team have worked hard to adopt and transition into using Wisconsin Uniform Financial Accounting Requirements (WUFAR) and switched from Quickbooks to SDS's Web Financial Office for our financial management software in 2020. We have held several school leader training sessions on the software and will continue to offer bi-monthly meetings as we learn the new software. Additionally, the school leaders are assigned school credit cards to help offer additional security and tracking with our school spending.

All of our schools forecast using the average enrollment of the previous school year. For example, while the school leaders are aware there was a significant per pupil allocation this year, Shalom has a 2023-24 internal budget that is balanced with 100 students using last year's allocation rate. We believe our school leaders playing a more active role in

managing their budgets will help them make more informed decisions as to where their funds are best spent. One example of this is an increased commitment to investing more in the school facilities to provide a more inviting and safe space as a priority of the school leadership. The TCY Director of Operations updates the school's spending in a monthly forecast document which the Director of School Support reviews with school leaders to help them stay on top of their expenses in a timely manner. Our board Finance Committee meets monthly to review the financials and vote on any items over \$5,000 in need of board approval.

TransCenter for Youth also contracts with an independent auditor, Ritz Holman, to perform a single audit annually and has found no significant findings or concerns over the last three years.

C. Organizational Performance

1. Illustrate plans for strengthening parental involvement, staffing, climate and culture, and community partnerships within the school.

Parental Involvement

Based on the ages and varying situations and circumstances of Shalom students, parental involvement continues to be a struggle. Unfortunately, approximately 60% of our students do not live with an active parent, which makes it hard to contact them or maintain communication. Shalom works to develop consistent communication with the other 40% through positive reinforcement phone calls, communication through emails, constant contact and snail mail.

Shalom High School is committed to continually researching ways to strengthen parental engagement and involvement. Shalom will continue to do satisfaction surveys with the parents to collect and assess data that would make the school a place they will be interested in spending time. In addition, staff will make a conscious effort to record positive comments and positive feedback that is offered verbally.

The teachers also known as advisors are soon to be called mentors, make regular contact with parents via phone, email, text message or other forms of communication to keep the parents abreast of their students' progress. Infinite Campus's auto dialer will be used to send messages to keep parents informed of information regarding their student and/or Shalom. In addition, Shalom will conduct Parent Town Hall Meetings to serve two purposes. The first purpose will be to receive feedback from the parents regarding the school and their students and the second purpose would be to serve as a platform for Shalom to share information regarding their student and the school with parents.

Shalom will continue to have interested students participate in a dual education program with MATC and University of Wisconsin Milwaukee. This program has been funded by TransCenter for Youth.

Staffing

Over the last three years Shalom has had minimal staff turnover, having lost only two members (one went to a teaching job closer to home and the other went to work in a community advocacy position) within the three years. One of the staff members still works with Shalom in various capacities which would indicate that they did not leave due to dissatisfaction with organization.

Shalom will continue to nurture an environment for staff that promotes safety, personal and professional development and a small working environment. Shalom staff participates in the perception survey through the TransCenter for Youth Organization and satisfaction and feedback is obtained through the data collected from this instrument.

Climate and Culture

The Hebrew definition of Shalom is peace, harmony, wholeness, completeness, prosperity, welfare and tranquility. This is the goal of Shalom for anyone who enters the building. Shalom has been able to maintain a safe atmosphere with a family focus and feel among the staff and students. Students are greeted daily with smiles, handshakes, fist bumps and hugs. Each Friday the students have a Family Feast where they either eat in the classroom with their advisor as a “family” or all together on the lower level where we celebrate various accomplishments of the students. Shalom continues to find ways to promote the “family” atmosphere some of these ways include but not limited to Thanksgiving Luncheon, Holiday Luncheon and friendly advisory competitions to promote teamwork and camaraderie within the advisory.

To decrease the amount of distractions in the classroom Shalom instituted the yonder pouch. Each day students walk into the building and retrieve their pouch and keep their phone in it for the day only opening it for use at lunch. This addition has cut down on a number of distractions and behavior infractions in the classroom.

Staff/advisors/mentors go above and beyond to ensure that all students who enter the building have a sense of belonging. Students are happy and we are proud that in the last three years the amount of physical altercations has been kept under three. Students trust staff and feel comfortable telling a staff member if they hear something that may cause a disruption or interrupt the sense of peace and this allows the staff to diffuse any situations prior to them happening.

Shalom has both Men and Women groups (both are optional) that happen weekly over the lunch hour. These groups promote a safe place for the young men and young women to share and learn about the transition into adulthood. In addition, our partnership with

Sebastian Counseling Services promotes healthy mental health for those who choose to participate.

There is an open door policy for caregivers for students to come in to ask questions, share dissatisfaction or file a complaint. Caregivers are able to meet with either Co-Director and will be referred to the Director of School Support if there is no resolution for the situation; however these referrals have been minimal.

Community

Shalom will continue to maintain the relationships with the present community partners which include:

- Cross Lutheran Church
- Fathers Making Progress
- Feeding American
- Greater New Birth Church
- Sebastian Family Psychology Practice, LLC
- PIVOT Social Services
- Milwaukee Area Technical College
- Level Up
- Employ Milwaukee

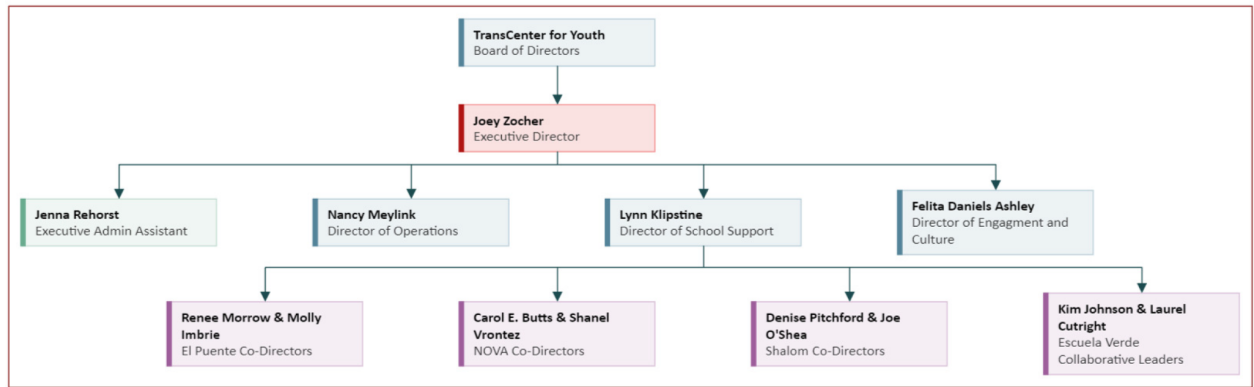
Shalom will cultivate or reestablish the following new relationships:

- Divine Wellness & Counseling
- Milwaukee Job Works
- MLK Center
- Marquette University
- V & J Holding

These partnerships allow our students a variety of experiences, community service and access to programs and programming that enhance their high school experience and post high school plans.

2. Describe any changes to the school's governance structure.

There have been no changes to the school's governance structure, which is represented in the organizational chart below.



President: Victor Frasher (2020)*- Director of Community Engagement, Educators Credit Union

Secretary: Ingrid Jagers (2020)* Regulatory Change Management -Optum/United Health Group

Treasurer: Kim Schulte (2017)* – Chief Financial Officer, Koss Corporation

Directors: La’Wanda Bass (2019)*- Community Member- Shalom HS Graduate
Mary Clare Fagin (1973) – MC Strategies

Rafael Garcia (2019)* - Executive Director, Community First

Justin Hougham (2020)* - Associate Professor UW Madison, Environmental Education State Specialist, Director of Upham Woods

Amy Lorenz (2021)* - Deputy Administrator, Milwaukee County Health & Human Services

Derek Mosley (2000)* - Director of the Lubar Center of Public Policy Research & Civic Education, Marquette University Law School

David Steele (2021)* - Principal/Founder, Mosaic Non Profit Consulting

Sheila Thobani (2023)* - Attorney - Wirth + Baynard

*Year member joined the board

Shalom High School | 2024-2025 Calendar

AUGUST '24						
S	M	T	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

26 – Organization Day

27 – 30 – Professional Development Days

FEBRUARY '25						
S	M	T	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	

17 – Professional Development Day

18 – Mid Semester Break

SEPTEMBER '24						
S	M	T	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					

2 – Labor Day

3 – First Day of School for Students

27 – Professional Development Day

MARCH '25						
S	M	T	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					

21 -Parent-Teacher Conference Day

24-28 – Spring Break

OCTOBER '24						
S	M	T	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		

18 – Parent-Teacher Conference Day

21 – October Break

APRIL '25						
S	M	T	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			

18 – April Break

NOVEMBER '24						
S	M	T	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

8 – Professional Development Day

27-29 – Thanksgiving Break

MAY '25						
S	M	T	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

26 Memorial Day

DECEMBER '24						
S	M	T	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				

20 – Professional Development Day

23-31 – Winter Break

JUNE '25						
S	M	T	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					

6 – Professional Development Day

13 – Last Day of School for Students

16-20 – Professional Development Days

JANUARY '25						
S	M	T	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	

1-3 – Winter Break

6 – Classes resume

17- Professional Development Day

20- M.L. King Day

JULY '25						
S	M	T	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		

4 Independence Day

Appendix D: Contractor Graduation Requirements

Link to Administrative Policy 7.37 Graduation Requirements

https://mps.milwaukee.k12.wi.us/MPS-English/OBG/Clerk-Services/MPS-Rules-and-Policies/Administrative-Policies/Chapter-07/Administrative_Policy_07_371.pdf

Link to Administrative Procedure 7.37 Graduation Requirements

https://mps.milwaukee.k12.wi.us/MPS-English/OBG/Clerk-Services/MPS-Rules-and-Policies/Administrative-Procedures/Chapter-07/Administrative_Procedure_07_37.pdf

Graduation Checklist for Alternative Programs Minimum 22 Credits

STUDENT NAME:		DOB:	COHORT YEAR:	
English (4 credits)	<input type="checkbox"/> ENG S1 <input type="checkbox"/> ENG S2	<input type="checkbox"/> ENG S1 <input type="checkbox"/> ENG S2	<input type="checkbox"/> ENG S1 <input type="checkbox"/> ENG S2	<input type="checkbox"/> ENG S1 <input type="checkbox"/> ENG S2
Math (3 credits)	<input type="checkbox"/> ALG 1 S1 <input type="checkbox"/> ALG 1 S2	<input type="checkbox"/> GEO S1 <input type="checkbox"/> GEO S2	<input type="checkbox"/> ALG 2 S1 <input type="checkbox"/> ALG 2 S2	
Science (3 credits) - one lab required	<input type="checkbox"/> PHY S1 <input type="checkbox"/> PHY S2	<input type="checkbox"/> LIFE S1 <input type="checkbox"/> LIFE S2	<input type="checkbox"/> SCI EL S1 <input type="checkbox"/> SCI EL S2	
Social Studies (3 credits) - including state and local government	<input type="checkbox"/> CIT S1 <input type="checkbox"/> CIT S2 OR <input type="checkbox"/> ECON <input type="checkbox"/> AM GOV	<input type="checkbox"/> WOR HIS S1 <input type="checkbox"/> WOR HIS S2	<input type="checkbox"/> US HIS S1 <input type="checkbox"/> US HIS S2	<input type="checkbox"/> Passed Civics Exam
Health (.5 credits)	<input type="checkbox"/> HEALTH			
Phy. Ed (1.5 credits)	<input type="checkbox"/> COMP PE	<input type="checkbox"/> FIT 4 LIFE	<input type="checkbox"/> LIFETIME SPORTS	
Fine Arts (1 credit)	<input type="checkbox"/> Fine Arts S1 <input type="checkbox"/> Fine Arts S2			
Electives (6 credits)	<input type="checkbox"/> Elective <input type="checkbox"/> Elective	<input type="checkbox"/> Elective <input type="checkbox"/> Elective	<input type="checkbox"/> Elective <input type="checkbox"/> Elective	
	<input type="checkbox"/> Elective <input type="checkbox"/> Elective	<input type="checkbox"/> Elective <input type="checkbox"/> Elective	<input type="checkbox"/> Elective <input type="checkbox"/> Elective	
Complete 1 option (0.1)	<input type="checkbox"/> ONLINE LEARNING	<input type="checkbox"/> SERVICE LEARNING	<input type="checkbox"/> COMMUNITY SERVICE	
ACP	<input type="checkbox"/> ACP Year 1	<input type="checkbox"/> ACP Year 2	<input type="checkbox"/> ACP Year 3	<input type="checkbox"/> ACP Year 4
FAFSA	<input type="checkbox"/> FAFSA COMPLETED			
TOTAL:	22 TOTAL CREDITS (PLUS .1 ONLINE, COM SERV, or SERV LEARNING)			

Carnegie Units Required to be promoted to the next grade level:	Post-Secondary Plans
10 th grade = 5.0 credits by August of 1 st year of high school	2 year _____
11 th grade = 10.0 credits by August of 2 nd year of high school	4 year _____
12 th grade = 16.0 credits by August of 3 rd year of high school	Military _____
On Track Yes No GEDO2 COC SPED RE ESI	Employment _____

[Administrative Policy 7.37 Graduation Requirements](#)

[Administrative Procedure 7.37 Graduation Requirements](#)

Graduation Checklist for Alternative Programs

Minimum 18 Credits

(students at least one year behind their graduation cohort year)

STUDENT NAME:		DOB:	COHORT YEAR:	
English (4 credits)	<input type="checkbox"/> ENG S1 <input type="checkbox"/> ENG S2	<input type="checkbox"/> ENG S1 <input type="checkbox"/> ENG S2	<input type="checkbox"/> ENG S1 <input type="checkbox"/> ENG S2	<input type="checkbox"/> ENG S1 <input type="checkbox"/> ENG S2
Math (3 credits)	<input type="checkbox"/> ALG 1 S1 <input type="checkbox"/> ALG 1 S2	<input type="checkbox"/> GEO S1 <input type="checkbox"/> GEO S2	<input type="checkbox"/> ALG 2 S1 <input type="checkbox"/> ALG 2 S2	
Science (3 credits) - one lab required	<input type="checkbox"/> PHY S1 <input type="checkbox"/> PHY S2	<input type="checkbox"/> LIFE S1 <input type="checkbox"/> LIFE S2	<input type="checkbox"/> SCI EL S1 <input type="checkbox"/> SCI EL S2	
Social Studies (3 credits) - including state and local government	<input type="checkbox"/> CIT S1 <input type="checkbox"/> CIT S2 OR <input type="checkbox"/> ECON <input type="checkbox"/> AM GOV	<input type="checkbox"/> WOR HIS S1 <input type="checkbox"/> WOR HIS S2	<input type="checkbox"/> US HIS S1 <input type="checkbox"/> US HIS S2	
Health (.5 credits)	<input type="checkbox"/> HEALTH			
Phy. Ed (1.5 credits)	<input type="checkbox"/> COMP PE	<input type="checkbox"/> FIT 4 LIFE	<input type="checkbox"/> LIFETIME SPORTS	
Electives (3 credits)	<input type="checkbox"/> Elective <input type="checkbox"/> Elective	<input type="checkbox"/> Elective <input type="checkbox"/> Elective	<input type="checkbox"/> Elective <input type="checkbox"/> Elective	<input type="checkbox"/> Elective <input type="checkbox"/> Elective
Complete 1 option (0.1)	<input type="checkbox"/> ONLINE LEARNING	<input type="checkbox"/> SERVICE LEARNING	<input type="checkbox"/> COMMUNITY SERVICE	
ACP	<input type="checkbox"/> ACP Year 1	<input type="checkbox"/> ACP Year 2	<input type="checkbox"/> ACP Year 3	<input type="checkbox"/> ACP Year 4
FAFSA	<input type="checkbox"/> FAFSA COMPLETED			
TOTAL:	18 TOTAL CREDITS (PLUS .1 ONLINE, COM SERV, or SERV LEARNING and ACP)			
This is a minimum requirement for students who are behind in their graduation cohort year. For students who are on-track with their correct cohort year, will require the 22 credits				

Carnegie Units Required to be promoted to the next grade level:	Post-Secondary Plans
10 th grade = 5.0 credits by August of 1 st year of high school	2 year _____
11 th grade = 10.0 credits by August of 2 nd year of high school	4 year _____
12 th grade = 16.0 credits by August of 3 rd year of high school	Military _____
On Track Yes No GEDO2 COC SPED RE ESI	Employment _____

[Administrative Policy 7.37 Graduation Requirements](#)

[Administrative Procedure 7.37 Graduation Requirements](#)

FY24 Partnership Budget & Expenditures Form
APPENDIX F: FY24 Annual Budget - MPS Funds Only

School Name - Partnership
 (click drop down below):

Please check one of the boxes below:

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

432

	Original Budget Amount = col D Grand Total	Adjusted Budget Amount = Col E Grand Total
FY24 Per Pupil Allocation Amount	\$11,146.61	\$11,146.61
FY24 Pupil Count (FTE's)	100.0	
FY24 Approved Budget Amount	\$1,114,661.00	\$0.00

Date Prepared: 8-15-2023

FY24 Partnership Budget & Expenditures Form
APPENDIX G: FY24 Revised Annual Budget vs Actual Expenditures

Including: Annual Variance Calculation and Annual Reporting Requirements

Please check one of the boxes below:

	Semi-Annual Expenditures Report as of 12/31/23
	Annual Expenditures & Variance Calculation & Reporting Requirements as of 6/30/24

Description	%	FTE Positions	Board Approved Budget	Revise Budget Due to State Alloc Amt &/or Actual FTE's	FY23 Carryover Budget (from prior year)	Budget Revisions	Total Budget/ Revised Budget
Health/Life/Dental			42,000				42,000
Benefits Subtotal	0		70,430	0	1,384	0	71,814
Non-Instructional Costs (non-MPS Staff)							
Purchased Services							
Consultants			10,000				10,000
Administrative Staff Development-travel/conferences			10,000				10,000
Administrative Fee (2.23% X Total Board Allocation)			24,857	0			24,857
Depreciation			21,000				21,000
Trans/Center Allocation			136,000				136,000
Internet/WIFI			21,000				21,000
Utilities			32,000				32,000
Telephone			6,000				6,000
Accountant/Audit			16,000				16,000
Building Cleanings/computer tech maintenance			18,000				18,000
Property Services			60,000		38,491		98,491
Purchased Services Subtotal	0		354,857	0	38,491	0	393,348
Non-Instructional Materials/Equipment							
Office Supplies			28,362				28,362
Postage			1,200				1,200
Building/Maintenance Supplies			7,500				7,500
Security			0				0
Office Equipment			0				0
Equipment Rental			0				0
Copier Rental			7,000				7,000
Software			2,000				2,000
Apparel			8,000				8,000
Dues and Fees			4,200				4,200
Non Capital furniture and equipment			10,000				10,000
Materials/Equipment Subtotal	0		58,262	0	10,000	0	68,262
Insurance							
Fidelity Bond			2,200				2,200
Workers Compensation			5,000				5,000
Boody Injury			0				0
General Liability			22,949				22,949
Unemployment			3,500				3,500
Insurance Subtotal	0		33,649	0	0	0	33,649
Total Non-Instruction	69.5%	4	784,149	0	62,875	0	847,024
GRAND TOTALS	100.0%	8	1,114,661	0	103,325	0	1,217,986

Col D Grand Total must = Cell E12 1,114,661
 Col E Grand Total must = Cell F12 0

RECONCILIATION

Total Instruction	30.5%	I73	370,962
Total Non-Instruction	69.5%	I135	847,024
GRAND TOTALS	100.0%	I138	1,217,986

	Col D	Col E	Total FY24 Contract Payments
FY24 Approved Budget Amount	1,114,661	0	1,114,661
MPS Teacher	0	0	0
Admin Fee	(24,857)	0	(24,857)
FY24 Net Contract Payments	1,089,804	0	1,089,804

MPS Funds Only					Annual Variance Calculation of Category Subtotals			Annual Reporting Requirements		
Semi-Annual		Annual		FY24 Carryover	Requested Amount (To use in FY25)	Major Budget Category Variance (Unfavorable)	10% of Total Budget/ Revised Bud	(Unfavorable) Amount Requiring Prior Written Approval > 10% Only	FY23 Carryover Budget (from prior year Appen F, Col F)	FY23 Carryover Expenditures 12 months 6/30/2024
Actual Expenditures 6 months 12/31/23	Remaining Budget Balance 12/31/23	Actual Expenditures 12 months 06/30/24	Budget Surplus (Deficit) Balance 06/30/24							
42,000	0	42,000	0	42,000						
71,814	0	71,814	0	71,814		100.00%	7,181.40	-	1,384	0
393,348	0	393,348	0	393,348		100.00%	39,334.80	-	38,491	0
68,262	0	68,262	0	68,262		100.00%	6,826.20	-	10,000	0
33,649	0	33,649	0	33,649		100.00%	3,364.90	-	0	0
847,024	0	847,024	0	847,024		100.00%	84,702.40	-	62,875	0
1,217,986	0	1,217,986	0	1,217,986		100.00%	121,798.60	-	103,325	0

Notes: 1) Do not input data in shaded cells. 2) E-mail: To.....Tangela Anderson (anderst6@milwaukee.k12.wi.us), Cc.....Bridget Schock (schockbx@milwaukee.k12.wi.us)

FY23 Partnership Budget & Expenditures Form
APPENDIX F: FY23 Annual Budget - MPS Funds Only

Please check one of the boxes below:

<input type="checkbox"/>	Board Approved and Carryover Budget	Admin Fee	2.23%
<input checked="" type="checkbox"/>	Revisions & Adjustments to Budget	MPS Teacher	

School Name - Partnership (click drop down below): **Shalom - AR**

Date Prepared: 2-20-2023

432	Original Budget Amount = col D Grand Total	\$9,607.00	Adjusted Budget Amount = Col E Grand Total	
	FY23 Per Pupil Allocation Amount			
	FY23 Pupil Count (FTE's)	100.0		
	FY23 Approved Budget Amount	\$960,700.00	\$0.00	

FY23 Partnership Budget & Expenditures Form
APPENDIX G: FY23 Revised Annual Budget vs Actual Expenditures

Including: Annual Variance Calculation and Annual Reporting Requirements

Please check one of the boxes below:

<input type="checkbox"/>	Semi-Annual Expenditures Report as of 12/31/22
<input checked="" type="checkbox"/>	Annual Expenditures & Variance Calculation & Reporting Requirements as of 6/30/23

MPS Funds Only					Annual Variance Calculation of Category Subtotals		
Semi-Annual		Annual			Major Budget Category Variance (Unfavorable)	10% of Total Budget/ Revised Bud	(Unfavorable) Amount Requiring Prior Written Approval > 10% Only
Actual Expenditures 6 months 12/31/22	Remaining Budget Balance 12/31/22	Actual Expenditures 12 months 06/30/23	Surplus (Deficit) Budget Balance 06/30/23	FY23 Carryover Requested Amount (To use in FY24)	Col. N/ Col. I		

Description	%	FTE Positions	Board Approved Budget	Revise Budget Due to State Alloc Amt &/or Actual FTE's	FY22 Carryover Budget (from prior year)	Budget Revisions	Total Budget/ Revised Budget	Actual Expenditures 6 months 12/31/22	Remaining Budget Balance 12/31/22	Actual Expenditures 12 months 06/30/23	Surplus (Deficit) Budget Balance 06/30/23	FY23 Carryover Requested Amount (To use in FY24)	Major Budget Category Variance (Unfavorable)	10% of Total Budget/ Revised Bud	(Unfavorable) Amount Requiring Prior Written Approval > 10% Only
Instruction/Instructional Support Costs															
Salaries (non-MPS Staff)															
Agency Teacher(s)		4	138,732		24,000	(3,224)	159,508	43,927	115,581		159,508				
Paraprofessionals		1	65,143		7,000		72,143	33,183	38,960		72,143				
Substitutes							0	0	0		0				
Aides							0	0	0		0				
Counselor/Psychologist							0	0	0		0				
Social Worker							0	0	0		0				
Other-Specify							0	0	0		0				
							0	0	0		0				
							0	0	0		0				
Salaries Subtotal		5	203,875	0	31,000	(3,224)	231,651	77,110	154,541	0	231,651		100.00%	23,165.10	-
Staff Benefits															
Pensions			7,029		930	(930)	7,029		7,029		7,029				
Social Security			17,923		2,372	(472)	19,823	6,714	13,109		19,823				
Health/Life/Dental			55,887			(13,545)	42,342	13,494	28,848		42,342				
							0	0	0		0				
Benefits Subtotal		0	80,839	0	3,302	(14,947)	69,194	20,208	48,986	0	69,194		100.00%	6,919.40	-
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			2,500		5,000	5,905	13,405	10,335	3,070		13,405				
Extracurricular Activities			2,000				2,000	133	1,867		2,000				
Field Trips							0	0	0		0				
Staff Development-travel/conferences			3,000			3,000	6,000	3,990	2,010		6,000				
Car allowance-instructional staff travel							0	0	0		0				
Pupil transportation			0		10,795	(1,795)	9,000		9,000		9,000				
							0	0	0		0				
							0	0	0		0				
							0	0	0		0				
							0	0	0		0				
Purchased Services Subtotal		0	7,500	0	15,795	7,110	30,405	14,458	15,947	0	30,405		100.00%	3,040.50	-
Instruction/Instructional Support Costs															
Classroom Materials/Equipment															
Instructional Supplies			3,500				3,500	1,149	2,351		3,500				
Textbooks							0	0	0		0				
Media Rental							0	0	0		0				
Tests							0	0	0		0				
Classroom Equipment							0	0	0		0				
Computer Equipment							0	0	0		0				
Computer and software			0		3,000	(1,780)	1,220	1,220	0		1,220				
Computer supplies							400	400	400		400				
Food supplies			9,000			3,000	12,000	5,961	6,039		12,000				
							0	0	0		0				
							0	0	0		0				
Materials/Equipment Subtotal		0	12,500	0	3,000	1,620	17,120	8,330	8,790	0	17,120		100.00%	1,712.00	-
							17,120				17,120				
Total Instruction	32.6%	5	304,714	0	53,097	(9,441)	348,370	120,106	228,264	0	348,370		100.00%	34,837.00	-
Non-Instructional Costs															
Salaries															
Program Director/Principal		2	173,399		6,000		179,399	88,700	90,699		179,399				
Assistant Administrator							0	0	0		0				
Maintenance Services							0	0	0		0				
Clerical		1	44,195		3,000		47,195	23,097	24,098		47,195				
Accounting/Financial							0	0	0		0				
Part-time Wages							0	0	0		0				
Aide							0	0	0		0				
							0	0	0		0				
							0	0	0		0				
Salaries Subtotal		3	217,594	0	9,000	0	226,594	111,797	114,797	0	226,594		100.00%	22,659.40	-
							226,594				226,594				
Benefits															
Pensions			7,727		270	(270)	7,727		7,727		7,727				
Social Security			19,730		688		20,418	8,189	12,229		20,418				

FY23 Partnership Budget & Expenditures Form
APPENDIX F: FY23 Annual Budget - MPS Funds Only

Please check one of the boxes below:

School Name - Partnership
 (click drop down below):

Shalom - AR	<input checked="" type="checkbox"/>	Board Approved and Carryover Budget	Admin Fee	2.23%
	<input type="checkbox"/>	Revisions & Adjustments to Budget	MPS Teacher	

432	Original Budget Amount = col D Grand Total	Adjusted Budget Amount = Col E Grand Total
FY23 Per Pupil Allocation Amount	\$9,607.00	
FY23 Pupil Count (FTE's)	100.0	
FY23 Approved Budget Amount	\$960,700.00	\$0.00

Date Prepared: 2-20-2023

FY23 Partnership Budget & Expenditures Form
APPENDIX G: FY23 Revised Annual Budget vs Actual Expenditures

Including: Annual Variance Calculation and Annual Reporting Requirements

Please check one of the boxes below:

Include
 Column I
 for both
 Appendices
 F & G

Semi-Annual Expenditures Report as of 12/31/22
 Annual Expenditures & Variance Calculation & Reporting Requirements as of 6/30/23

MPS Funds Only

Annual Variance Calculation of Category Subtotals

Description	%	FTE Positions	Board Approved Budget	Revise Budget Due to State Alloc Amt &/or Actual FTE's	FY22 Carryover Budget (from prior year)	Budget Revisions	Total Budget/ Revised Budget	Semi-Annual		Annual		FY23 Carryover Requested Amount (To use in FY24)	Annual Variance Calculation of Category Subtotals		
								Actual Expenditures 6 months 12/31/22	Remaining Budget Balance 12/31/22	Actual Expenditures 12 months 06/30/23	Surplus (Deficit) Budget Balance 06/30/23		Major Budget Category Variance Favorable (Unfavorable) Col. N/ Col. I	10% of Total Budget/ Revised Bud	(Unfavorable) Amount Requiring Prior Written Approval > 10% Only
Health/Life/Dental			40,634			(3,000)	37,634	15,064	22,570			37,634			
Benefits Subtotal	0	0	68,091	0	958	(3,270)	65,779	23,253	42,526	0	65,779		100.00%	6,577.90	-
Non-Instructional Costs (non-MPS Staff)															
Purchased Services															
Consultants			2,500				2,500	525	1,975		2,500				
Administrative Staff Development-travel/conferences			5,000				5,000		5,000		5,000				
Administrative Fee (2.23% X Total Board Allocation)			21,424	0			21,424	10,712	10,712		21,424				
Depreciation			21,000				21,000		21,000		21,000				
TransCenter Allocation			136,000				136,000	73,179	62,821		136,000				
Internet/WIFI			24,000				24,000	11,297	12,703		24,000				
Utilities			24,000				29,000	10,953	18,047		29,000				
Telephone		5,000	6,000				6,000	2,146	3,854		6,000				
Accounting/Audit			16,000				16,000	11,179	4,821		16,000				
Building Cleaning, lunch, Computer Tech Maintenance			15,500		5,000	(5,000)	15,500	6,890	8,610		15,500				
Property Services			31,436		23,899	6,715	62,050	17,288	44,762		62,050				
Purchased Services Subtotal	0	0	302,860	0	28,899	6,715	338,474	144,169	194,305	0	338,474		100.00%	33,847.40	-
Non-Instructional Materials/Equipment															
Office Supplies			15,000			(1,000)	14,000	5,741	8,259		14,000				
Postage			1,567		33		1,600		1,600		1,600				
Building/Maintenance Supplies			6,000	0	1,515		7,515	1,865	5,650		7,515				
Security							0		0		0				
Office Equipment							0		0		0				
Equipment Rental							0		0		0				
Copier Rental			5,137				5,137	2,417	2,720		5,137				
Software			2,000				2,000	1,203	797		2,000				
Apparel			3,000		5,000		8,000	916	7,084		8,000				
Dues and Fees			3,200	16,332	448		19,980	3,290	16,690		19,980				
Materials/Equipment Subtotal	0	0	35,904	0	16,332	5,996	58,232	15,432	42,800	0	58,232		100.00%	5,823.20	-
Insurance															
Fidelity Bond			2,000				2,000	2,000	0		2,000				
Workers Compensation			4,675				4,675	4,675	0		4,675				
Bodily Injury							0		0		0				
General Liability			20,862				20,862	20,862	0		20,862				
Unemployment			4,000				4,000	1,210	2,790		4,000				
Insurance Subtotal	0	0	31,537	0	0	0	31,537	28,747	2,790	0	31,537		100.00%	3,153.70	-
Total Non-Instruction	67.4%	3	655,986	0	55,189	9,441	720,616	323,398	397,218	0	720,616		100.00%	72,061.60	-
GRAND TOTALS	100.0%	8	960,700	0	108,286	0	1,068,986	443,504	625,482	0	1,068,986	0	100.00%	106,898.60	-

Col D Grand Total must = Cell E12 960,700
 Col E Grand Total must = Cell F12 0

RECONCILIATION

	Cell #	
Total Instruction	32.6% I73	348,370
Total Non-Instruction	67.4% I135	720,616
GRAND TOTALS	100.0% I138	1,068,986

	Col D	Col E	Total FY23 Contract Payments
FY23 Approved Budget Amount	960,700	0	960,700
MPS Teacher	0	0	0
Admin Fee	(21,424)	0	(21,424)
FY23 Net Contract Payments	939,276	0	939,276

A	B	C	D	E	F	G	I	K	L	M	N	O	P	Q	R	
FY23 Partnership Budget & Expenditures Form							FY23 Partnership Budget & Expenditures Form									
APPENDIX F: FY23 Annual Budget - MPS Funds Only							APPENDIX G: FY23 Revised Annual Budget vs Actual Expenditures									
Please check one of the boxes below:							Including: Annual Variance Calculation and Annual Reporting Requirements									
School Name - Partnership (click drop down below):	<input type="checkbox"/> Board Approved and Carryover Budget		Admin Fee		2.23%		Include Column I	Please check one of the boxes below:								
Shalom - AR	<input checked="" type="checkbox"/> Revisions & Adjustments to Budget		MPS Teacher					<input checked="" type="checkbox"/> Semi-Annual Expenditures Report as of 12/31/22								
Date Prepared: 2-20-2023	432	Original Budget Amount = col D Grand Total		Adjusted Budget Amount = Col E Grand Total			for both Appendices F & G	<input type="checkbox"/> Annual Expenditures & Variance Calculation & Reporting Requirements as of 6/30/23								
FY23 Per Pupil Allocation Amount		\$9,607.00						MPS Funds Only						Annual Variance Calculation of Category Subtotals		
FY23 Pupil Count (FTE's)		100.0						Semi-Annual		Annual				Major Budget Category Variance (Unfavorable)	10% of Total Budget/ Revised Bud	Amount Requiring Prior Written Approval (Unfavorable)
FY23 Approved Budget Amount		\$960,700.00		\$0.00			Actual Expenditures 6 months	Remaining Budget Balance 12/31/22	Actual Expenditures 12 months	Surplus (Deficit) Budget Balance 06/30/23	FY23 Carryover Requested Amount (To use in FY24)	Col. N/	Col. I	> 10% Only		
Description	%	FTE Positions	Board Approved Budget	Revise Budget Due to State Alloc Amt &/or Actual FTE's	FY22 Carryover Budget (from prior year)	Budget Revisions	Total Budget/ Revised Budget									
Notes:																
1) Do not input data in shaded cells.				2) E-mail: To.....Tangela Anderson (anderst6@milwaukee.k12.wi.us), Cc.....Bridget Schock (schockbx@milwaukee.k12.wi.us)												

Appendix G: MPS Administrative Policy 8.14 Truancy

Link to Administrative Policy 8.14 Truancy

https://mps.milwaukee.k12.wi.us/MPS-English/OBG/Clerk-Services/MPS-Rules-and-Policies/Administrative-Policies/Chapter-08/Administrative_Policy_8_14.pdf

Appendix H: MPS Administrative Policy 9.09, Visitors to the School

Link to Administrative Policy 9.09, Visitors to the School

https://mps.milwaukee.k12.wi.us/MPS-English/OBG/Clerk-Services/MPS-Rules-and-Policies/Administrative-Policies/Chapter-09/Administrative_Policy_09_091.pdf

Appendix I: Contractor Request for Funds

Link to Contractor Request for Funds

<https://mps.milwaukee.k12.wi.us/en/Programs/Contracted-School-Services/Information-for-Existing-Schools.htm>

Appendix J: Contractor Compliance Checklist

Link to Contractor Compliance Checklist

<https://mps.milwaukee.k12.wi.us/en/Programs/Contracted-School-Services/Information-for-Existing-Schools.htm>

Appendix K: MPS Administrative Policy 7.38, Balanced Assessment Systems

Link to MPS Administrative Policy 7.38, Balanced Assessment Systems

https://mps.milwaukee.k12.wi.us/MPS-English/OBG/Clerk-Services/MPS-Rules-and-Policies/Administrative-Policies/Chapter-07/Administrative_Policy_07_38.pdf

Appendix L: Contract Review Recommendation Checklist

Link to Contract Review Recommendation Checklist

<https://mps.milwaukee.k12.wi.us/en/Programs/Contracted-School-Services/Information-for-Existing-Schools.htm>

Appendix M: MPS Administrative Policy 6.34, Staff Internet Safety Acceptable Use Policy (AUP)

Link to MPS Administrative Policy 6.34, Staff Internet Safety Acceptable Use Policy (AUP)

https://mps.milwaukee.k12.wi.us/MPS-English/OBG/Clerk-Services/MPS-Rules-and-Policies/Administrative-Policies/Chapter-06/Administrative_Policy_06_34.pdf

Appendix N: MPS Administrative Policy 8.48, Student Internet Safety Acceptable Use Policy (AUP)

Link to MPS Administrative Policy 8.48, Student Internet Safety Acceptable Use Policy (AUP)

https://mps.milwaukee.k12.wi.us/MPS-English/OBG/Clerk-Services/MPS-Rules-and-Policies/Administrative-Policies/Chapter-08/Administrative_Policy_08_48.pdf

Appendix O: Title I Guidelines and Forms

Link to Title I Guidelines and Forms

<https://mps.milwaukee.k12.wi.us/en/Programs/Contracted-School-Services/Information-for-Existing-Schools.htm>