

MADISON METROPOLITAN SCHOOL DISTRICT



**Superintendent's
Budget Changes
(Reductions
to Balance the Budget)
2007-08**

March 9, 2007

Administrative Offices
545 West Dayton Street
Madison, WI



March 9, 2007

TO: Board of Education
FROM: Art Rainwater
RE: 2007-08 Budget Changes

Dear Board of Education,

The attached is my recommendation for the service reductions required to balance the budget for 2007-2008. They are provided to you for review in advance of my Recommended Balanced Budget for 2007-2008 which will be available on April 12, 2007. You requested that the service reductions be presented to you in advance to provide sufficient time for your study and analysis.

After 14 years of continuous reductions in our services for children there are no good choices. While these service reductions are not good for children or the health of the school district they represent our best professional judgment of the least harmful alternatives.

The process that we used to study, analyze, consider and finally recommend the items presented was done over a period of weeks. We first reviewed each department and division of the district and listed anything that could be reduced or eliminated legally or contractually. We narrowed that list to those items which we believed would do the **least harm** to:

- Our academic programs,
- The health and safety of our schools,
- The opportunities for student involvement,
- Our ability to complete our legal and fiscal requirements

The document presented to you today is the result of those discussions. The items are broken into four categories:

1. Reductions to balance the budget (Impact Statements provided)
2. Reductions analyzed, discussed and not included (Impact statements provided)
3. Reductions reviewed and not advanced
4. Possible revenues dependent on legislative action

The administration is prepared to provide you further analysis and respond to questions as we continue to work to approve a final working budget in May.

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Reductions to Balance the Budget

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Student Services	Decrease the clerical allocation at Affiliated Alternatives from 2.0 to 1.5. A decrease of .50 clerical allocation	C-23
Student Services	Add back an additional 1.0 teacher allocation to directly support high school students taking online courses.	C-24
General Administration	Decreased funding for professional consultants.	C-25

Reductions to Balance the Budget

			Expense	Revenue
C-1	Elementary Educ	Same class size for specials at all elementary schools	\$ 860,548	
C-2	Elementary Educ	Elementary strings program	\$ 287,533	
C-3	Elementary Educ	Increase elementary class size	\$ 1,500,298	
C-3a	Elementary Educ	Reduce elementary staff	\$ 70,204	
C-4	Elementary Educ	Elementary education 4/5 classrooms at Lincoln to 25:1 ratio	\$ 113,230	
C-5	Secondary Educ	Change athletic directors from 1.0 AD positions at each school to a .5 AD/.5 teaching position	\$ 113,124	
C-6	Secondary Educ	Increase hockey fees		\$ 31,200
C-7	Secondary Educ	Increase pupil/teacher ratio by .25 at the high schools	\$ 199,568	
C-8	Secondary Educ	Increase pupil/teacher ratio by .25 at the middle schools	\$ 186,000	
C-9	Educational Serv	Excluding from the cross-categorical special education allocation formula, students with a speech and language only disability	\$ 2,158,285	
C-10	Educational Serv	Discontinue Bilingual Resource Teacher supplemental staff at Sandburg and Lincoln	\$ 58,000	
C-11	Educational Serv	Move Level 3 high school students to 35:1 ratio from 20:1 ratio	\$ 84,923	
C-12	Educational Serv	Reducing Program Support Teacher (PST) summer extended employment	\$ 50,000	
C-13	Educational Serv	Eliminate Title III Reading Specialists at Middle Schools	\$ 240,000	
C-14	Educational Serv	Eliminate Transition Resource Teacher at Glendale	\$ 63,400	
C-15	Teaching & Learning	Teaching & Learning professional development delivery restructure	\$ 50,000	
C-16	Teaching & Learning	Teaching & Learning staff restructure	\$ 113,224	
C-17	Business Serv	Eliminate Grant Writer staffing	\$ 111,460	
C-18	Business Serv	Private school transportation	\$ 199,338	
C-19	District Wide	Consolidation Plan	\$ 769,450	
C-20	District Wide	SAGE revenue addition	\$ -	\$ 737,500
C-21	Student Services	1.0 FTE from social work and psychology allocations	\$ 58,471	
C-22	Student Services	Decrease Transition Education Program: educational assistant allocation from 2.4 to 1.6. A decrease of .80	\$ 31,286	
C-23	Student Services	Decrease the clerical allocation at Affiliated Alternatives from 2.0 to 1.5. A decrease of .50 clerical allocation	\$ 21,448	
C-24	Student Services	Add back an additional 1.0 teacher allocation to directly support high school students taking online courses.	\$ (181,000)	
C-25	General Administration	Decreased funding for professional consultants.	\$ 20,000	
			\$ 7,178,790	\$ 768,700

Discussion Item C-1

Elementary School

Discussion Item: Increase class sizes in art, music, physical education, and Reach in K-1 (by combining a class and a half) for all schools receiving SAGE above 29% and increase class sizes in art, music, physical education, and Reach in grades 2-3 (by combining a class and a half) for those schools receiving SAGE in K-3 all day. Because this option requires multiples of 3 to design this structure, schools may not be able to implement this option completely. Some classroom sections may continue to go to specials classes at the reduced class size level.

Background: In 1996 MMSD entered into a five-year Student Achievement Guarantee in Education (SAGE) contract with the Department of Public Instruction to reduce class size in grades K-3 at a ratio of 1 teacher per 15 students. Currently, 13 SAGE schools receive reduced class size, 1:15 ratio, K-3 for the full day. In addition, 9 SAGE schools provide 1:15 teacher/student ratio for K-1 all day and in grades 2-3 schedule literacy for 90 minutes and math for 60 minutes daily. When SAGE began in 1996, MMSD specials classes also reduced from a 1:22 teacher/student ratio in Kindergarten and first grades to 1:15 teacher/student ratio. Schools that received SAGE all day in grades K-3 had specials classes reduced from a 1:24 teacher/student ratio in second and third grade to 1:15. SAGE does not require art, music, physical education, and Reach at a teacher/student ratio of 1:15.

Anticipated Savings: \$ 860,548 (15.20 FTE x \$56,615)

Impact:

- ◆ Students will attend art, music, physical education, and Reach with students other than those in their homerooms by adding 7-8 students to each section in all “specials” classes.
- ◆ This option may be more difficult to schedule in some schools than the current model.

2007-08 Elementary Class Size: Same Service - Balanced Budget Comparison

	A	B	C	D	E	G	I	J	K	L	M	N	O	P	Q	R
1	Percent of Low Income (Sept 2006)	2007-08 Schools - "Same Service"	Total K-3 Projected Low-Income Enrollment 2007-08	SAGE Revenue K-3 Based on Projected Enrollment 2007-08 (# of students x \$2,250)	SAGE Generated Alloc Based on Projected Enrollment 2007-08	Fed Class Size Reduction FTE to Support Lower Class Size (Title IIA)	Total K-3 FTE Needed With Current Class Size	Same Service Delivery - Total Increase in Specials	2007-08 Schools - "Balanced Budget" (eliminating reduced class size for schools under 29% poverty)	Total K-3 Projected Low-Income Enrollment 2007-08	SAGE Revenue K-3 Based on Projected Enrollment 2007-08 (# of students x \$2,250)	Total K-3 FTE Needed with new class sizes	Total Savings in Specials Allocation (due to increasing class sizes)			
2	73.2%	Glendale	195	\$439,000	6.00	0.00	18.50	1.15	Glendale	195	\$439,000	18.50	1.11			
3	70.3%	Lincoln*	102	\$228,428	3.00	0.00	8.00	0.60	Lincoln*	102	\$228,428	8.00	0.00			
4	69.6%	Mendota	141	\$316,964	4.00	0.00	14.00	0.87	Mendota	141	\$316,964	14.00	0.74			
5	66.8%	Midvale	248	\$558,128	8.00	0.00	24.00	1.63	Midvale	248	\$558,128	24.00	1.51			
6	66.3%	Lake View	146	\$328,482	5.00	0.00	14.00	0.93	Lake View	146	\$328,482	14.00	0.76			
7	66.0%	Lindbergh	112	\$251,593	4.00	0.00	12.00	0.80	Lindbergh	112	\$251,593	12.00	0.74			
8	63.3%	Emerson	112	\$252,717	4.60	0.50	12.00	0.85	Emerson	112	\$252,717	12.00	0.74			
9	62.9%	Allis	149	\$335,075	5.80	0.00	16.00	1.05	Allis	149	\$335,075	16.00	0.94			
10	61.6%	Falk	143	\$322,803	4.00	0.00	16.00	1.01	Falk	143	\$322,803	16.00	0.92			
11	61.3%	Hawthorne	132	\$298,031	5.10	0.00	14.00	0.97	Hawthorne	132	\$298,031	14.00	0.76			
12	58.0%	Leopold	290	\$651,888	11.00	1.00	32.00	2.20	Leopold	290	\$651,888	32.00	1.88			
13	56.0%	Schenk	141	\$317,422	5.00	0.00	17.00	1.10	Schenk	141	\$317,422	17.00	1.11			
14	54.2%	Sandburg	124	\$278,388	4.00	0.00	14.50	1.01	Sandburg	124	\$278,388	16.00	0.94			
15	49.7%	Nuestro Mundo	97		0.00	0.00	11.50	0.41	Nuestro Mundo	97	\$218,223	12.00	0.74			
16	49.4%	Thoreau	149	\$336,032	5.00	0.00	19.00	1.36	Thoreau	149	\$336,032	19.00	0.37			
17	48.8%	Lowell	93	\$210,173	3.50	1.50	12.00	0.86	Lowell	93	\$210,173	11.00	0.19			
18	46.1%	Orchard Ridge	72		0.00	0.00	9.50	0.37	Orchard Ridge	72	\$162,487	9.50	0.08			
19	45.6%	Gompers	69		0.00	0.00	10.00	0.31	Gompers	69	\$155,492	10.00	0.18			
20	42.3%	Huegel	139	\$313,097	5.00	1.00	20.50	1.47	Huegel	139	\$313,097	20.50	0.48			
21	31.1%	Stephens	119	\$268,157	4.80	1.50	23.00	1.68	Stephens	119	\$268,157	23.00	0.54			
22	29.0%	Muir	88	\$197,992	3.90	0.50	19.00	1.34	Muir	88	\$197,992	19.00	0.37			
23	28.5%	Lapham	67		0.00	0.00	14.50	0.68	Lapham	67		12.00	0.00			
24	28.5%	Marquette	20		0.00	0.00	4.00	0.00	Marquette	20		3.00	0.00			
25	26.9%	Chavez	134	\$300,476	5.20	4.60	31.00	2.20	Chavez	134		22.00	0.00			
26	26.5%	Shorewood	74	\$166,090	2.90	1.50	17.50	1.27	Shorewood	74		13.00	0.00			
27	22.9%	Kennedy	83		0.00	0.00	16.00	0.00	Kennedy	83		16.00	0.00			
28	22.4%	Franklin	78	\$174,860	3.10	2.00	22.00	1.50	Franklin	78		16.00	0.00			
29	22.2%	Randall	24	\$54,880	1.10	0.50	6.00	0.54	Randall	24		5.00	0.00			
30	21.4%	Van Hise	44		0.00	0.00	10.00	0.00	Van Hise	44		10.00	0.00			
31	21.0%	Elvehjem	54		0.00	0.00	12.00	0.00	Elvehjem	54		12.00	0.00			
32	19.3%	Crestwood	53		0.00	0.00	16.50	0.59	Crestwood	53		13.00	0.00			
33		Totals:	3493	\$6,600,677	104.00	14.60	486.00	28.75	Totals:	3493	\$6,440,573	459.50	15.20			
34																
35										FTE Teacher Savings:		26.50	@ \$56,615 =			\$1,500,298
36			Golden	Rod: SAGE K-3		Blue: Open	Classroom			FTE Specials Savings:		15.20	@ \$56,615 =			\$860,548
37			Yellow:	SAGE K-1; 2-3 B		Aqua: No	Class Size Reduction					41.70				\$2,360,846
38			Red: Local	K-1; 2-3 B							*	1.24	@ \$56,615 =			\$70,203
39												42.94				\$2,431,048
40																-\$160,104 SAGE \$ difference
41																\$2,270,944 Total savings

Discussion Item C-2

Elementary School

Discussion Item: Elementary Strings Program

Background: The District offers a range of Fine Arts experiences for all students including 60 minutes of general music and 60 minutes of visual arts instruction per week for K-5th grade students. Prior to 2006-2007, strings was offered to both fourth and fifth grade students upon selection for an additional 45 minutes of instruction per week (totaling 165 minutes of Fine Arts instruction per week). This model of strings instruction was offered through pull-out programming during the school day. (i.e., students leave their classrooms for strings instruction). In 2006-07, fourth grade strings was eliminated from the operating budget. Fifth grade strings was retained with 90 minutes of pull-out strings instruction being offered per week. 632 students elected to enroll in the fifth grade strings program in the 2006-2007 school year.

A pilot program at Emerson was conducted during 2006-2007 to study the impact of a strings or general music course election. At Emerson, fourth and fifth grade students were enrolled in either strings or general music.

Anticipated Savings: \$287,533

Instrument Repairs	\$ 9,296
Instructional Materials	\$ 4,350
Staff – salary	\$ 209,005
Staff – benefits	\$ 64,882

Impact:

- ◆ The only budget reduction in the Fine Arts Division are for the elimination of the 5th grade strings program. Budget related to the pilot fourth and fifth grade program at Emerson and the district fifth grade strings program includes funding for instrument repair (\$9,296) and instructional materials (\$4,350). The budget for strings is part of the Elementary Education Department.

Discussion Items C-3 and C-3a

Elementary Schools

Discussion Item: Eliminate Reduced Class Sizes funded by the District, move SAGE contracts to the schools with the highest percentage of low-income students, and realign federal class size reduction funds based on the current percentage of low-income students per school. This option increases class sizes in seven schools (Marquette, Lapham, Chavez, Shorewood, Franklin, Randall and Crestwood) in grades K-3 all day. This option also realigns SAGE funded K-3 all day programs and SAGE Block funded programs based on the current percentage of low-income students per school (Sandburg and Nuestro Mundo will become SAGE K-3 schools all day and Lowell will become a SAGE Block school). This option maintains all current SAGE contracts by moving them to schools with a higher percentage of low-income students.

Background: SAGE is a state-funded program to reduce class size in K-3rd grade. A five-year contract is established between the Department of Public Instruction (DPI) and a specific school; funds are provided based on the number of low-income students in a school. The present funding level is \$2,000 per low-income student per the specific school that holds a SAGE contract. The funding level for 2007-2008 is recommended to be \$2,250 per low-income student at the specific school that holds a SAGE contract. The funds can only be used in the school generating the funds and the funds can only be used for specific items.

Anticipated Savings: \$1,500,298 (26.50 FTE)
\$ 70,203 (1.24 FTE – due to reconciliation)

Impact:

- ◆ The district will not eliminate any SAGE contracts
- ◆ The district will transfer 3 SAGE contracts from Chavez, Franklin/Randall, and Shorewood to Nuestro Mundo, ORE, and Gompers. Chavez, Franklin/Randall, and Shorewood will increase class sizes in grades K-3.
- ◆ The district will eliminate class size reduction at Lapham, Marquette, and Crestwood. The class size reduction in these schools was funded locally.
- ◆ The SAGE contracts or district funded class size reductions support **95%** of low-income students in the MMSD this year. This discussion item supports **82%** of the low-income students in the elementary schools next year. This option does not allow students from low-income households in the schools where class size will increase the benefits of reduced class size. Research shows that a smaller class size benefits all children, but it is of significant benefit to the achievement of children of poverty.

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32	19.3%	Crestwood	53		0.00	0.00	16.50	0.59	Crestwood	53		13.00	0.00			
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34																
35										FTE Teacher Savings:	26.50	@ \$56,615 =	\$1,500,298			
36			Golden	Rod: SAGE K-3		Blue: Open	Classroom			FTE Specials Savings:	15.20	@ \$56,615 =	\$860,548			
37			Yellow:	SAGE K-1; 2-3 B		Aqua:	No Class Size Reduction				41.70		\$2,360,846			
38			Red:	Local K-1; 2-3 B							*	1.24	@ \$56,615 =	\$70,203		
39												42.94		\$2,431,048		
40														-\$160,104	SAGE \$ difference	
41														\$2,270,944	Total savings	

Discussion C-4

Elementary School

Discussion Item: Elementary Education 4/5 Classrooms at Lincoln to 25:1 ratio

Background: In 1979, there was a discrimination complaint filed with the Office for Civil Rights against the District alleging that the District created segregated schools. In response to the complaint, a desegregation plan was created. The plan included that certain schools would have a 20:1 pupil/teacher ratio.

In addition to requiring a 20:1 pupil/teacher ratio for certain schools, the desegregation plan resulted in the creation of paired schools and a number of school boundaries were also changed. There were six schools, including Lincoln Elementary School, that had a 20:1 pupil/teacher ratio as part of the desegregation plan. The desegregation plan was a five-year plan. Currently, Lincoln School is the only school which continues to maintain a ratio of one teacher to 20 students in grades 4 and 5. The other five schools that had 20:1 pupil/teacher ratio due to the desegregation plan have since assumed the District's class size ratios.

Anticipated Savings: \$113,230 (2 FTE x \$56,615)

Impact:

- ♦ Class sizes in grades 4 and 5 at Lincoln will align with all other elementary schools in the district including other schools with similar demographics.

Discussion Item C-5

Secondary Education

Discussion Item:

- A. Change athletic directors from a 1.0 FTE at each high school to a .5 AD/.5 teaching position, OR
- B. Change athletic director positions from four to two – one would be assigned to Memorial/West and one to East/LaFollette

Background: The central athletic director position was eliminated 2 years ago. Under the CBA building athletic directors can only be assigned athletic director responsibilities. Each building currently has a full time athletic director and a full time clerical position. Central office has one full time clerical position assigned predominantly to athletics.

Anticipated Savings: \$113,124. (same for either option)

Impact

- A. This would require a change in the CBA. It would result in increased responsibilities for building athletic secretaries. (The split assignment would require high levels of organization and follow through.) Certification requirements may impact current directors' ability to teach within their buildings.
- B. An east side and west side structure would require high levels of organization, communication, and follow through. This would increase coordination responsibilities for the central office clerical positions and for building level athletic clerical. The student contact with the athletic director would be reduced.

Discussion Item C-6

Secondary Education

Discussion Item: Increase hockey fees:

Background: Hockey has the highest cost per student of all of the interscholastic sports offered by this district. A hockey surcharge of \$400.00 was added in 2005-06. This proposal would increase the surcharge to \$800.00.

Savings: \$31,200.00

Impact: The increase in the surcharge to \$800.00 will bring the cost of hockey participation to a rate closer to what private teams are charging. However, the private teams have much less time on ice and play fewer games than do the school teams so movement to the private clubs is not anticipated.

Discussion Item C-7

Secondary Education

Discussion Item: Increase pupil/teacher ratio by .25 at the high schools

Background: High school enrollment and allocation patterns have remained fairly consistent in recent years. However, in 2005-06 reductions included a reduction of 3.0 FTE librarians and a 4.0 FTE teachers across the four high schools. In 2006-07 the base allocation remained consistent but 4.0 FTE reductions were taken from the discretionary allocation.

Savings: \$199,568

Impact: Reductions will need to be made in support services or electives or other funded positions or class sizes will need to be increased. See attached analysis for each building.

	Same Service	.25 Cut	Change in FTE	.75 Cut	Change in FTE
Black Hawk	24	23.7	0.3	22.7	1.3
Cherokee	33	32.5	0.5	31.3	1.7
Hamilton	48.7	48.1	0.6	46.4	2.3
Jefferson	26.4	26	0.4	25.1	1.3
O'Keeffe	25.3	25	0.3	24.1	1.2
Sennett	40.3	39.8	0.5	38.4	1.9
Sherman	27.3	26.9	0.4	25.9	1.4
Spring Harbor	17.6	17.4	0.2	16.8	0.8
Toki	40.2	39.8	0.4	38.3	1.9
Whitehorse	25.2	24.8	0.4	23.9	1.3
Wright	17.8	17.5	0.3	16.8	1
East	84	83.1	0.9	80.7	3.3
LaFollette	81.3	80.5	0.8	78.2	3.1
Memorial	97.9	96.9	1	94	3.9
West	98.1	97.2	0.9	94.3	3.8

Discussion Item C-8

Secondary Education

Discussion Item: Increase the pupil/teacher ratio by .25 at the middle schools

Background: Middle school allocation and enrollment have remained fairly stable over recent years. The middle school design team recommended very specific coursework and offerings which has impacted on how buildings are scheduled. In 2005-06 the discretionary allocation was reduced by 6.9 FTE across all 11 schools.

Savings: \$186,000

Impact: Reductions will need to be made in support services or electives or other funded positions or class sizes will need to be increased. See attached analysis for each building.

	Same Service	.25 Cut	Change in FTE	.75 Cut	Change in FTE
Black Hawk	24	23.7	0.3	22.7	1.3
Cherokee	33	32.5	0.5	31.3	1.7
Hamilton	48.7	48.1	0.6	46.4	2.3
Jefferson	26.4	26	0.4	25.1	1.3
O'Keeffe	25.3	25	0.3	24.1	1.2
Sennett	40.3	39.8	0.5	38.4	1.9
Sherman	27.3	26.9	0.4	25.9	1.4
Spring Harbor	17.6	17.4	0.2	16.8	0.8
Toki	40.2	39.8	0.4	38.3	1.9
Whitehorse	25.2	24.8	0.4	23.9	1.3
Wright	17.8	17.5	0.3	16.8	1
East	84	83.1	0.9	80.7	3.3
LaFollette	81.3	80.5	0.8	78.2	3.1
Memorial	97.9	96.9	1	94	3.9
West	98.1	97.2	0.9	94.3	3.8

Discussion Item C-9

Department of Educational Services Division of Special Education

Discussion Item: Excluding from the cross-categorical special education allocation formula, Students with a Speech and Language Only Disability

Background: The formula used for the past 5 years to determine a school's base cross-categorical special education teacher and corresponding assistant (SEA) allocation has relied on a number of inputs. These inputs are:

- an unduplicated count of students with disabilities who are currently receiving special education from a cross-categorical teacher,
- transfer students that have enrolled at a MMSD school with an IEP from another district whose transfer Individualized Education Program (IEP) paperwork has not yet been completed and processed,
- a count of students who have been initially referred to special education and **are through the eligibility phase** of the IEP process with a documented disability and need for special education (their IEP program and placement has not yet been completed),
- a percentage of the students who have been initially referred to special education and **are not yet through the eligibility phase** of the initial IEP process. The percentage is computed by using the placement rate (i.e., percentage of students initially referred who were placed into special education) for the previous year for elementary, middle and high schools and then applying this percentage rate to the referrals for each school that are "in process" and have not yet resulted in eligibility determination. Consequently, each school was credited for a percentage of their initial referrals that are still in process using the prior year placement rate,
- ****a count of students who have a speech and language only disability where the IEP team has determined they would benefit from services by a cross-categorical special education teacher in addition to the services they are receiving from a Speech and Language therapist.**

Anticipated Savings: \$2,158,285

Impact: ** Eliminating the counting of students who have a Speech and Language only disability as an input to the cross-categorical formula will require that Speech and Language clinicians assume primary responsibility for special education services and supports to address the student's language needs when educated in a general education setting. Speech and Language clinicians currently have a "Support Services Week" that is used to provide consultation to staff, complete assessments, IEP paperwork, etc. Students generally have not received direct services during this week. This week, therefore, can be used to provide consultative support to staff and students who have language needs in the general education setting.

Discussion Item C-10

Department of Educational Services Division of ESL and Bilingual Education

Discussion Item: Discontinue Bilingual Resource Teacher supplemental staff at Sandburg and Lincoln

Background: A .50 FTE Bilingual Resource Teacher (BRT) was assigned to Sandburg Elementary and a .30 FTE Bilingual Resource Teacher (BRT) was assigned to Lincoln Elementary for the 2006-07 school year to supplement support for bilingual classrooms. This supplemental allocation was originally allocated after budget cuts were made that affected bilingual classrooms during the 2005-06 school year. At the time this allocation was added it was clearly communicated to the school principals that new classroom positions would need to be posted bilingual in order to build capacity within the school. These time-limited supplementary allocations had been assigned to Sandburg and Lincoln in addition to the ESL and Bilingual Resource Teacher and Bilingual Resource Specialist allocation already at those schools to support English language learners.

Anticipated Savings: \$58,000

Impact: The supplemental Bilingual Resource Teachers (.50 and .30 FTE) currently assigned to Sandburg and Lincoln Elementary supporting ELL students in bilingual classrooms will be eliminated. This impact will be a reduction of supplemental instruction and support to students in bilingual classrooms. Students will continue to receive ESL and Bilingual Resource Teacher and Bilingual Resource Specialist services.

Discussion Item C-11

Department of Educational Services Division of ESL and Bilingual Education

Discussion Item: Move Level 3 High School students to 35:1 ratio from 20:1 Ratio

Background: Current allocation formulas for ESL and Bilingual teachers at the High School level are at one teacher: 20 students for DPI English language proficiency levels 1-2-3, and at one teacher: 35 students for DPI English language proficiency levels 4-5. Rationale for this change in staffing formula results from a new English language proficiency assessment now used in the State of Wisconsin to determine DPI English language proficiency levels. This assessment has impacted student scores requiring the need for a realignment in the high school staffing formulas that coincides with the DPI English language proficiency levels.

Anticipated Savings: \$84,923

Impact: An adjustment in the allocation formula for students who are DPI English language proficiency level 3 will result in more dispersed instructional support for these students from ESL and Bilingual Education Teachers. The ratio of 35 students : one teacher reflects current staffing ratios that are used in the elementary and middle schools for ESL and Bilingual Resource Teachers. The student : teacher ratio for high school students at DPI English language proficiency levels 1 and 2 will continue to be allocated at a 20 student : one teacher ratio. This allows for smaller class sizes for sheltered ESL content area classes offered at the high school level for students at beginning levels of English proficiency.

Discussion Item C-12

Department of Educational Services Division of Special Education

Discussion Item: Reducing Program Support Teacher (PST) Summer Extended Employment

Background: Extended employment has been budgeted for program support teachers to complete summer IEP initial evaluations and to work on professional development and program improvement projects.

Anticipated Savings: \$50,000

Impact: By reducing the extended employment funds available to program support teachers, some initial pre-school and K-12 special education evaluations assigned to the Centrally Coordinated IEP System (CCIES) will be delayed until Fall. Additionally, this will limit the Division of Special Education's ability to use the Summer months to create professional development plans and materials and engage PSTs in program improvement efforts.

Discussion Item C-13

Department of Educational Services Division of ESL and Bilingual Education

Discussion Item: Eliminate Title III Reading Specialists at Middle Schools

Background: Since the 2002-2003 school year, 3.50 FTE Reading Specialists have been assigned to five middle schools to work with ELL students at English language proficiency levels 3-4-5 to supplement ESL and bilingual instruction, provided by ESL and Bilingual Resource Teachers and Bilingual Resource Specialists already assigned to those schools. This allocation, funded through Title III, was targeted for the middle schools having larger ELL student populations (Cherokee, Sennett, Black Hawk, Toki and Sherman). At the time these positions were introduced, greater discretion was allowed in using Title III funds due to fewer budgetary constraints. Since then, improved instructional design and service delivery has resulted in more effective utilization of ESL and Bilingual resources to support ELL students. The implementation of Read 180 programs at the middle school level also provides additional opportunities for reading instruction to ELL students. These schools have not experienced as rapid of growth of ELL students as they had in previous years. To optimize state aids, non-aidable ESL and Bilingual Education teaching positions from the local operating budget will be moved to Title III in place of the reading specialist positions currently funded on Title III.

Anticipated Savings: \$240,000

Impact: Two full time and three part time reading specialist positions assigned at five middle schools for supplementary reading support to ELL students will be eliminated. The impact will be a reduction in supplemental reading support to ELL students at grades 6-8. Non-aidable ESL and Bilingual teaching positions / BRS positions will be moved from the local operating budget to the Title III budget to minimize lost revenue.

Discussion Item C-14

Department of Educational Services Division of ESL and Bilingual Education

Discussion Item: Eliminate Transition Resource Teacher at Glendale

Background: Beginning with the 2005-2006 school year, A 1.00 FTE Transitional Resource Teacher had been assigned to Glendale to work with classroom teachers in the bilingual program to assist with the transition of ELL students moving from Spanish to English literacy. This position was originally funded as a .50 Gateways to Literacy Coach through Title I funds and a .50 through Title III funds. Due to a reduction in Title I funds, the Transitional Resource Teacher position was then fully funded through Title III for the 2006-07 school year. This position has provided supplemental support to the current services offered by ESL and Bilingual Resource Teacher and Bilingual Resource Specialist staff at Glendale. To optimize state aids, non-aidable ESL and Bilingual Education teaching positions from the local operating budget will be moved to Title III.

Anticipated Savings: \$63,400

Impact: The Transitional Resource Teacher position currently assigned to Glendale Elementary will be eliminated. The impact will be a reduction of supplemental support to teachers and students in bilingual and mainstream classrooms. Non-aidable ESL and Bilingual teaching positions / BRS positions will be moved from the local operating budget to the Title III budget to minimize lost revenue.

Teaching and Learning

Discussion Item: Teaching & Learning Professional Development Delivery Restructure

Background: The purpose of the Department of Teaching & Learning is to enhance teacher quality so that all students have the knowledge and skills needed for academic achievement and a successful life. Teacher quality is one of the most critical variables in student achievement. Teacher knowledge and classroom application skills are predictors of student achievement. Teaching & Learning provides professional development to insure teachers have the best content available and are highly skilled in classroom implementation of content materials and instructional strategies. To better meet the professional development needs of MMSD, Teaching & Learning is in the process of shifting resources toward more effective professional development delivery models. These models include: development of the Madison Virtual Campus (MVC) to fully support online learning opportunities for all staff; reduction of face-to-face professional development; and intensive professional development support for building-based instructional leaders. To support the model in a cost-neutral budget environment, professional development resources are being shifted away from substitute teacher costs toward online course development and infrastructure.

Anticipated Savings: \$50,000

Impact: The anticipated impact of the above budget reduction will be the ability to offer significantly less professional development in traditional face-to-face sessions during the instructional day with the use of substitute teachers. The impact will be offset by designing a professional development system that maximizes the flexibility and features of online learning offerings while targeting increased professional development support to building-based instructional leaders (e.g. coaches, learning coordinators).

Teaching and Learning

Discussion Item: Teaching & Learning Staff Restructure

Background: The function of the Department of Teaching & Learning is to enhance teacher quality so that all students have the knowledge and skills needed for academic achievement and a successful life. Teacher content knowledge and expertise is critical for improving student achievement. Teaching & Learning is in the process of re-structuring the methods of delivering professional development in order to better meet the needs of instructional staff in a cost-neutral budget environment. More professional development will be delivered using online formats while intensive face-to-face support will be focused on enhancing building-based leadership through coaches and learning coordinators, positions not requiring use of substitute teacher release time. Online learning opportunities are being designed that integrate essential learning from across departments and divisions, providing teachers with clear and focused learning opportunities that are supported via building-based instructional leadership structures. Increased levels of collaboration across divisions and departments is needed to insure that professional development is focused and clear, providing teachers with the content and implementation support required for them to improve student achievement. Content knowledge and process skills must be integrated in classroom-friendly, grade-level appropriate formats in order for teachers to apply professional development experiences to their classroom needs.

Anticipated Savings: \$113,224

Impact: The Teaching & Learning Instructional Resource Teacher allocation will be reduced by two (2) FTE. All In-STEP process and placement requirements will continue to be met. Fewer TAG direct student services/programming will be available. The impact will be offset by the increased efficiency of the collaborative model of professional development design and the ability to reach more teachers with the use of online delivery systems. TAG staff will integrate differentiation into all Teaching & Learning professional development offerings by teaming directly with content divisions.

Business Services

Discussion Item: Eliminate Grant Writer Staffing

Background: Founded in 1995, as outgrowth of Madison Schools 2000 strategic plan. Staffing: previously 2 full-time staff members, currently 1 full-time staff member with budget for second position utilized for contracting with project-specific consultants

- Focus
 - Competitive grants (i.e. formula grant applications are handled by other district administrators)
 - Larger grants, typically \$100,000 and up
 - Largely to support short-term capacity-building or demonstration projects (as opposed to projects with significant cost-to-continue issues and without a solid sustainability plan)
 - Mainly federal and state grants, with some private sector
 - Primary clientele for major services are district-level staff (administration and professional support staff) and principals
- Major Services
 - Grant proposal development
 - Prepares drafts of the proposal, including some original writing of specific proposal sections
 - Serves as “friendly critic” (from funder’s perspective) on the project team/leader’s ideas and the draft materials generated
 - Helps facilitate discussions within MMSD project team and among project partners
 - Facilitates input from appropriate MMSD departments (e.g. data and evaluation designs from R & E)
 - Liaison with funder (e.g. clarification of funder’s interests and application guidelines)
 - Funding source research (i.e. locating prospective funding sources for a specific project idea)
- Other Services
 - Grant opportunity assessment (analysis and advice re: whether to apply)
 - One-time consultations on grant-seeking and fundraising with MMSD staff and prospective community partners
 - Information and referral (i.e. quick answers to questions from MMSD staff and prospective community partners)
 - Coordination of annual MMSD mini-grant process (including application materials development, publicity, guidance to prospective applicants, etc.)

Savings: \$111,460 (funding had been provided from indirect costs associated with state and federal grants. A current appropriate operating budget salary will be covered instead.)

Impact: Reduction of resources available to support grant writing and efforts. The diminished availability of grant opportunities has caused us to not utilize the full amount reserved for consultant services the last couple of years. With the continuation of one FTE and some consulting dollars we should be able to meet the current needs.

Discussion Item C-18

Business Services

Discussion Item: Eliminate private school bussing except where bussing is less than 1.5 times the school district's average cost per pupil for bus transportation in the previous year and/or students residing in Fitchburg.

Background: According to Wisconsin State Statute 121.55:

(3) If the estimated cost of transporting a pupil under s. 121.54(2)(b)1. is more than 1.5 times the school district's average cost per pupil for bus transportation in the previous year, exclusive of transportation for kindergarten pupils during the noon hour and for handicapped pupils, the school board may fulfill its obligation to transport a pupil under s. 121.54(2)(b)1. by offering to contract with the parent or guardian of the pupil. The contract shall provide for an annual payment for each pupil of not less than \$5 times the distance in miles between the pupil's residence and the private school he or she attends, or the school district's average cost per pupil for bus transportation in the previous year exclusive of transportation for kindergarten pupils during the noon hour and for handicapped pupils, whichever is greater, but the payment shall not exceed the actual cost nor may the aids paid under s. 121.58(2)(a) for the pupil exceed the cost thereof. A school board which intends to offer a contract under this subsection shall notify the parent or guardian of the private school pupil of its intention at least 30 days before the commencement of the school term of the public school district.

Anticipated Savings: \$199,338.28

Impact: Numbers are tentative due to unknown number of students enrolled in private schools for 2007-08. The enrollment information is due by May 15th. MMSD must give notice that bussing will not be provided 30 days before the 2007-08 school year commences. However, more notice should be given so that families may work out other transportation arrangements.

There may be some negative feelings as MMSD has provided bussing for many years and the fact that some private school students will still continue to receive bussing.

More savings could be realized if MMSD does not provide yellow busses to private school students residing in Fitchburg.

Queen of Peace

\$453.04 2006-07 parent contract rate
x 77 eligible students
\$34,884.08

Cost of bussing for 2007-08
\$85,262.40
- 34,884.08 parent contracts in lieu of bus
\$50,378.32

St. Maria Goretti

\$453.04
x 115 eligible students
\$52,326.12 net savings

Cost of bussing for 2007-08
\$85,262.40
-52,326.12 parent contracts in lieu of bus
\$33,162.80 net savings

ST. DENNIS

\$ 453.04 2006-07 parent contract rate
x 92 eligible students
\$41,679.68

Cost of bussing for 2007-08 school year:
\$132,514.20
- 41,679.68 cost of parent contracts in lieu of bus
\$ 90,834.52 net savings

EDGEWOOD CAMPUS

\$ 453.04
x 39 eligible students (non-Fitchburg)
\$17,668.56

Cost of bussing for 2007-08 school year:
\$42,631.20
-17,668.56 cost of parent contracts in lieu of bus
\$24,962.64 net savings

SUMMARY

\$50,378.32 Queen of Peace savings
33,162.80 St. Maria Goretti savings
90,834.52 St. Dennis savings
24,962.64 Edgewood savings
\$199,338.28 net savings

CALCULATIONS

Queen of Peace

\$453.04
x 1.5 times the parent contract rate
\$679.56 x 77 eligible students = \$52,326.12

Cost of bussing for 2007-08
\$85,262.40 (exceeds 1.5 times parent contract rate)

St. Maria Goretti

453.04
x 1.5
\$679.56 x 115 eligible students = \$78,149.40

Cost of bussing for 2007-08
\$85,262.40 (exceeds 1.5 times parent contract rate)

St. Dennis

\$453.04
x 1.5 times the parent contract rate
\$679.56 x 92 eligible students = \$62,519.52

Cost of bussing for 2007-08
\$132,514.20 (cost of bus exceeds 1.5 times parent contract rate)

Edgewood

\$453.04
x 1.5
\$679.56 x 39 eligible students = \$26,502.84

Cost of bussing for 2007-08
\$42,631.20 (exceeds 1.5 times parent contract rate)

St. James

\$453.04
x 1.5 times the parent contract rate
\$679.56 x 35 eligible students = \$23,784.60

Cost of bussing for 2007-08

\$46,496.34 (exceeds 1.5 times parent contract rate, however 18 students live in Fitchburg and therefore the route could not be eliminated)

Consolidation Plan

Discussion Items: Consolidate Lapham & Marquette elementary students to Lapham K-5. Close Sherman Middle School as a middle school and reassign East attendance area middle schools to O’Keeffe and Blackhawk Middle Schools. Move Affiliated Alternatives (Work Learn: Brearly Street, Work Learn: Park Street, SAPAR, Cluster, AERO and WeeStart Daycare) to the Sherman School Building.

Background: Elementary schools in the MMSD are most often K-5 schools, there are currently three paired schools. A school size of greater than 450 students provides full staffing of most non-classroom teachers. Lapham and Marquette students come from the same attendance area.

National research on the “perfect” middle school size is limited and inconclusive. MMSD middle school principals indicate that 550-600 is an optimal size for generating enough allocation to provide the maximum flexibility to schedule the middle school design appropriately.

The alternative programs are currently housed in rented non-school space that is barely adequate.

Savings:

Anticipated savings: Consolidation

1. Move Work and Learn Park Street site to a MMSD site	
Rent:	\$ 64,000
.50 Clerical Position	30,790
2. Move Brearly Street Alternatives to a MMSD site	
Rent and Taxes	\$ 132,000
1.0 Custodian	69,098
.30 Social Worker	24,973
3. Consolidate Shabazz with other Alternatives and move to a MMSD site	
1.0 Administrator	\$ 119,122
.50 Clerical Position	30,790
4. Consolidate Three (3) Middle Schools into Two (2)	
Reduce 1.0 Principal, increase 1.0 Ass’t Prin	
1.0 Librarian (Displaced rate)	\$ 56,615
1.0 Clerical	61,580
5. Consolidate Two (2) Elementary Schools into One (1)	
1.0 Administrator	\$ 119,122
1.0 Clerical	61,580
1.0 Librarian (Displaced rate)	56,615
6. Student Services Savings	
.6 Psychologist	\$ 35,082
.5 Social Worker	29,231
.5 Nurses	18,852
7. Additional Costs	
Transportation	\$90,000
Moving & transition costs	<u>\$50,000</u>
TOTAL	\$769,450

Impact - All buildings still owned and operated by the MMSD

Impact – Consolidate Lapham & Marquette elementary students to Lapham K-5:

Opportunities

- Most art, music and physical education teachers will be full time
- Students will have access to the same support staff throughout elementary school
- Students will be educated in one school, K-5
- Families will be a member of one parent organization, K-5
- Siblings in elementary school will attend the same school, K-5
- No boundary changes
- Available space at Marquette can ultimately be used for district wide functions or programs such as Robotics or Middle School Lego
- Will maintain a .5 Reading Specialist for first year of consolidation

Considerations

- Some students who currently walk to school, may have to ride the bus
- Increased cost of busing

Impact – Consolidate Sherman, Black Hawk and O’Keeffe middle school students to O’Keeffe and Black Hawk:

Opportunities

- Better able to schedule teams of teachers
- Better able to have full time rather than part-time teachers
- Elective program can be more fully maintained
- MSCR will be full-time at both schools
- Current students remain in the same high school attendance area
- Currently the principal position at Sherman is vacant

Considerations

- Both schools will require an assistant principal. Sherman currently has one position that will move and one additional will be needed.
- Some students who walked to school may have to take the bus

Impact – Moving Alternative Programs:

Opportunities

- Keeps all of the alternative programs together for shared resources, staff, supervision, leadership and program identity.
- Provides students in alternative programs the same benefits as other students from District owned space, such as a gym, cafeteria, outdoor space, and all school meeting space.
- Provides good space for the WeeStart Daycare.
- There will be space to move other programs into the building such as early childhood which provides good opportunities to develop work site locations for students in the Work Learn programs.
- Any available space can ultimately be used for district wide functions.

Considerations

- It would take 55 minutes to travel by bus from some parts of the city to the north transfer point.

Discussion Item C-20

District Wide

Discussion Item: SAGE Revenue Addition

Background: The statutes (s. 118.43(6)) provide for SAGE aid payments calculated in the following way: In the 2003-04 and 2004-05 school years, \$2,000 multiplied by the number of low-income pupils enrolled in grades eligible for funding in each school in the school district covered by contracts under sub. (3)(ar).

The Governor recommended in the 2007-09 State Budget to increase funding for the SAGE class-size reduction program. The reimbursement increase would be from \$2,000 to \$2,250 per free and reduced eligible pupils.

Savings: Will provide an additional \$737,500 of revenue to MMSD in 2007-08 based on current number of students covered under SAGE contracts.

Impact: Increases revenue which decreases the need to make further reductions from the operating budget. This is dependent on legislative approval.

Discussion Item C-21

Student Services

Discussion Item: 1.0 FTE from Social Work and Psychology allocations

Background: Currently there is a 1.0 FTE social worker assigned to the expulsion and truancy office who acts as the court liaison for truancy cases. At one time this position was dedicated only to truancy. However, as referrals to Juvenile Court and Municipal Court decreased, monitoring students in the expulsion process was added to the work expectations. As more of the truancy monitoring is occurring at the school level and as expulsion referrals have decreased, it is recommended that this position be decreased to .5 FTE.

The additional .5 will be reduced from the total FTE's targeted toward intensive services to students, such as PBST and expulsion records review. There are currently 3.2 FTE of support services assigned to the PBST. The FTE allocations to schools will continue to follow the allocation formula of the last few years, maintaining the current service ratios to students.

Anticipated Savings: \$58,471.00

Impact: School staff will not have ready access to consultation regarding truancy from the social worker assigned to the expulsion and truancy office, her focus will be on filing petitions and attending court. However, the Program Support Person for Social Work can provide guidance in the area of truancy. The Coordinator for Expulsions may have to do some monitoring of students preparing for early readmission following an expulsion. School staff will have to monitor students who have been readmitted early from expulsion. .2 FTE will be reduced from the PBST to create three FTE of support services staff for the three teams. There will be no direct impact on students.

Discussion Item C-22

Student Services

Discussion Item: Decrease Transition Education Program: educational assistant allocation from 2.4 to 1.6. A decrease of .80

Background: The number of students enrolled in the TEP sites has been very stable over the past three and a half years.

	<u>2001/02</u>	<u>2002/03</u>	<u>2003/04</u>	<u>2004/05</u>	<u>2005/06</u>
Emerson	71	86	48	62	60
Marquette	54	48	33	16	28
Lapham	<u>40</u>	<u>62</u>	<u>44</u>	<u>34</u>	<u>37</u>
TEP: Total	165	196	125	112	125
District Total: (Including TEP)	613	583	477	485	564

	<u>2/20/07</u>		<u>2/21/06</u>	
Numbers:	<u>Day</u>	<u>To Date</u>	<u>Day</u>	<u>To Date</u>
Emerson	21	49	8	43
Lapham	6	26	6	29
Marquette	<u>3</u>	<u>18</u>	<u>3</u>	<u>21</u>
Totals	30	93	21	93

Total Allocation

- 2.0 Social Worker: District Wide/TEP
- 2.0 Teachers TEP: (Includes \$58,000 McKinney Grant)
- 2.4 Educational Assistants: TEP Sites
- .93 Clerical Position: Intake Center

Anticipated Savings: \$31,286

Impact: .80 Educational Assistant will be assigned to Emerson, .40 to Lapham and .40 to Marquette. Between the 2.0 teacher allocation and 1.6 Educational Assistant allocation, each building will always have staff available and be able to provide services as needed. At times the program is down to 3 or 4 students at some of the sites.

Discussion Item C-23

Student Services

Discussion Item: Decrease the clerical allocation at Affiliated Alternatives from 2.0 to 1.5. A decrease of .50 clerical allocation.

Background: Affiliated Alternatives (Work and Learn, School Age Parent Program, Cluster and AERO) serve approximately 235 students during the course of the year.

Anticipated Savings: \$21,448

Impact: Infinite Campus and the accounting system have created some technology efficiencies. Duties will be split between the two clerical staff (1.5 allocations).

Discussion Item C-24

Student Services

Discussion Item: Add back an additional 1.0 teacher allocation to directly support high school students taking online courses and the cost to start online staff development.

Background: MMSD is in the process of developing a Madison Virtual Campus. Madison Virtual Campus will provide district wide online learning services and options to MMSD staff and students.

Anticipated Savings (Cost): Additional \$75,000 (1.0 FTE) + \$106,000 (for supplies, materials and equipment) = \$181,000

Impact: For the 2007/08 school year up to 250 students may take online courses each semester. District staff will have increased opportunities to participate in online learning experiences with the goal of improving staff effectiveness.

Discussion Item C-25

General Administration

Discussion Item 1: Decreased funding for professional consultants.

Background: Over the past few years, the district has invested over \$90,000 for professional consultants including our work with Glenn Singleton and his colleagues from Pacific Educational Group based in California. The Pacific Educational Group provided race and equity training district-wide to all employees. The current budget for consultants is \$46,247 for district-wide race and equity training.

Anticipated Savings: \$20,000

Impact: The Madison Metropolitan School District will have the opportunity to create stronger partnerships with knowledgeable experts in our community to provide professional consulting as needed. Seeking grant funding to cover additional costs for consultants will also be considered.

Reductions Analyzed, Discussed, Not Included

Elementary Education	Elementary supplemental allocations	CN-1
Elementary Education	Elementary Reach allocations	CN-2
Secondary Education	Eliminate hockey	CN-3
Secondary Education	Increase the pupil/teacher ratio at high schools by an additional .75	CN-4
Secondary Education	Increase the pupil/teacher ratio by an additional .75 at middle schools	CN-5
Secondary Education	Eliminate golf	CN-6
Secondary Education	Eliminate wrestling	CN-7
Student Services	Eliminate the Cluster Program, 1.0 teacher allocation	CN-8
Student Services	Reduce 3.0 FTE of Student Services staff	CN-9
General Administration	Elimination of Minority Services Coordinator positions	CN-10

Reductions Analyzed, Discussed, Not Included

CN-1	Elementary Educ	Elementary supplemental allocations	\$1,443,682
CN-2	Elementary Educ	Elementary Reach allocations	\$1,477,651
CN-3	Secondary Educ	Eliminate hockey	\$104,800
CN-4	Secondary Educ	Increase the pupil/teacher ratio at high schools by an additional .75	\$598,703
CN-5	Secondary Educ	Increase the pupil/teacher ratio by an additional .75 at middle schools	\$559,639
CN-6	Secondary Educ	Eliminate golf	\$80,000
CN-7	Secondary Educ	Eliminate wrestling	\$54,000
CN-8	Student Services	Eliminate the Cluster Program, 1.0 teacher allocation	\$56,615
CN-9	Student Services	Reduce 3.0 FTE of Student Services staff	\$154,646
CN-10	General Administration	Elimination of Minority Services Coordinator positions	\$116,000
			\$4,645,736

Discussion Item CN-1

Elementary School Proposed Budget Considerations 2007-08

Discussion Item: Elementary Supplemental Allocations

Background: MMSD currently creates a pool of Full Time Equivalency allocations (FTEs) for each instructional level (Elementary, Middle and High) by dividing the number of students projected for enrollment by an “allocation factor.” The factor is a divisor based on historical allocation pools and distribution.

- Classroom Teacher Base: After the total pool is established, the next step in the allocation process is to establish the base FTEs needed for classrooms. The base ratios are established for each school based on whether the school is SAGE K-3 all day, SAGE Block, district supported smaller class size, or no district support for smaller class size. The base ratios noted below are applied to all schools at grades K-5 in the district:

No Class Size Reduction:

Kindergarten -	22:1
Grades 2 and 3 -	24:1
Grades 4 and 5 -	25:1

Reduced Class Size K-3:

Kindergarten -	15:1
Grades 2 and 3 -	15:1
Grades 4 and 5 -	25:1

Reduced Class Size K-1, Block Class Size 2-3:

Kindergarten -	15:1
Grades 2 and 3 -	24:1
Grades 2 and 3 Block -	15:1
Grades 4 and 5 -	25:1

- Specialist Teachers: The FTEs for art, music, physical education, and REACH teachers are calculated next based on the number of classroom sections.
- Assistant Principals: (2 FTEs) Assistant Principals for schools with enrollments above 550 on Third Friday of the school year in which the allocation is given are also taken from this pool. For 07-08, these schools are Leopold and Chavez.
- Supplemental Allocation: The remaining allocations are distributed among the 31 schools using the Educational Needs Index Formula. These allocations are used to best support the needs of students as determined by the school in a variety of

ways including additional social worker, psychologist, reading support and in some cases to further reduce class size.

- Targeted Allocations Pool. In addition to the Base and Supplemental allocation pool, additional allocations are “targeted” to provide:
 - Open Classroom Teachers - 3.0 FTE for the open classroom program at Lincoln School are also taken from the targeted pool.
 - Library Media Specialists - 30 FTE
 - Reading Recovery Teachers - 8.5 FTE
 - Instructional Resource Teachers for Professional Development Schools – 1.05 FTE distributed among Lincoln, Midvale, and Thoreau to support the UW-MMSD PDS partnership.

Anticipated Savings: \$ 1,443,682 (25.5 FTE x \$56,615)

Impact: Supplemental allocations are used to best support the needs of students in a variety of ways including additional social worker, psychologist, reading and math coaches and in some cases to further reduce class size. Schools will no longer have flexibility in supporting the individual needs of students based on their population.

Discussion Item CN-2

Elementary Education

Discussion Item: Elementary REACH Allocations

Background: As presently designed and implemented, REACH is an elementary instructional program designed to reinforce student learning as a supplement to the regular classroom curriculum. Examples of the kinds of student activities provided through REACH are science labs and projects, development of computer skills and student publications and research projects. Specific REACH instructional staff are hired for this purpose.

Section V-I of the CBA establishes the amount of instructional time to be provided to elementary students per week. Section V-P of the CBA requires that elementary classroom teachers be provided with 3.5 hours per week of planning time during the student instructional day, and an additional one hour of team planning time per week either within the student instructional day or during Monday early release. Elementary principals create a schedule whereby art, music and phy ed are provided to students in order to allow elementary classroom teachers time to receive planning time during the student instructional day. In the past and in some elementary schools today, planning time has been provided to elementary classroom teachers by virtue of their students attending a separate REACH class. However, REACH can be integrated within the classroom curriculum and need not be taught as a separate class by teachers hired specifically for this purpose.

Anticipated Savings: \$ 1,477,651 (26.1 FTE x \$56,615)

Impact: Classroom teachers will assume the responsibility of integrating REACH within their curriculum.

Librarians will maintain either a 1.0 position at a school or .5 position shared between two schools.

MMSD can eliminate REACH from its elementary offerings without violating the CBA. Between art, music and physical education, and Monday early release, the District can meet its obligation under the CBA to provide elementary classroom teachers with 3.5 hours per week of planning time and one hour per week of team planning time. In addition, the District will not exceed the number of minutes of student instructional time established by the CBA.

Discussion Item CN-3

Secondary Education

Discussion Item: Eliminate hockey: \$104,800

Background: Hockey is a high cost sport because of the number of participants and the unusual costs requirement for ice rental for practice and games.

Savings: \$104,800

Impact: Students who wish to play competitive hockey will have to join privately run clubs in the area if they desire to do so. WIAA competition would be eliminated.

Discussion Item CN-4

Secondary Education

Discussion Item: Increase the pupil teacher ratio at the high schools by an additional .75

Background: The high school enrollment and allocation patterns have remained fairly stable during recent years.

Savings: \$598.703

Impact: See attached analysis for each building.

	Same Service	.25 Cut	Change in FTE	.75 Cut	Change in FTE
Black Hawk	24	23.7	0.3	22.7	1.3
Cherokee	33	32.5	0.5	31.3	1.7
Hamilton	48.7	48.1	0.6	46.4	2.3
Jefferson	26.4	26	0.4	25.1	1.3
O'Keeffe	25.3	25	0.3	24.1	1.2
Sennett	40.3	39.8	0.5	38.4	1.9
Sherman	27.3	26.9	0.4	25.9	1.4
Spring Harbor	17.6	17.4	0.2	16.8	0.8
Toki	40.2	39.8	0.4	38.3	1.9
Whitehorse	25.2	24.8	0.4	23.9	1.3
Wright	17.8	17.5	0.3	16.8	1
East	84	83.1	0.9	80.7	3.3
LaFollette	81.3	80.5	0.8	78.2	3.1
Memorial	97.9	96.9	1	94	3.9
West	98.1	97.2	0.9	94.3	3.8

Discussion Item CN-5

Secondary Education

Discussion Item: Increase the pupil/teacher ratio by an additional .75 at the middle schools.

Background: Middle schools still have a small supplemental allocation pool that has diminished over time. Discretionary allocation is based on enrollment and there is a minimum of 3.00 for schools over 300 and a maximum of 6.0 for schools over 600. A separate 1.00 is given to Wright and Spring Harbor because of their small size.

Savings: \$559,639

Impact: See attached analysis for each building.

	Same Service	.25 Cut	Change in FTE	.75 Cut	Change in FTE
Black Hawk	24	23.7	0.3	22.7	1.3
Cherokee	33	32.5	0.5	31.3	1.7
Hamilton	48.7	48.1	0.6	46.4	2.3
Jefferson	26.4	26	0.4	25.1	1.3
O'Keeffe	25.3	25	0.3	24.1	1.2
Sennett	40.3	39.8	0.5	38.4	1.9
Sherman	27.3	26.9	0.4	25.9	1.4
Spring Harbor	17.6	17.4	0.2	16.8	0.8
Toki	40.2	39.8	0.4	38.3	1.9
Whitehorse	25.2	24.8	0.4	23.9	1.3
Wright	17.8	17.5	0.3	16.8	1
East	84	83.1	0.9	80.7	3.3
LaFollette	81.3	80.5	0.8	78.2	3.1
Memorial	97.9	96.9	1	94	3.9
West	98.1	97.2	0.9	94.3	3.8

Discussion Item CN-6

Secondary Education

Discussion Item: Eliminate golf

Background: Golf is a low participation/high cost sport.

Savings: \$80,000

Impact: Students can still play golf by joining private or public clubs. WIAA participation in competitive tournaments would no longer be available.

Discussion Item CN-7

Secondary Education

Discussion Item: Eliminate wrestling

Background: Wrestling is a lower participation/high cost sport

Savings: \$54,000

Impact: This is a sport that does not have a private alternative venue. WIAA provides the only venue for this sport and this athletic interest.

Discussion Item CN-8

Student Services

Discussion Item: Eliminate the Cluster Program, 1.0 teacher allocation.

Background: The Cluster Program is designed as a short term placement for high need 7th and 8th grade students. It is a full day program providing curriculum in the four content areas and support around developing positive relationships and contributions to the community.

Anticipated Savings: 1.0 teacher allocation (\$56,615)

Impact: There are very few options at the middle school level for students who are not successful in a general school environment. Currently, there is a total of 36 spaces across three alternative programs available for students. For NEON, students must have an emotional/behavioral disability. For REPLAY, students must have an “open case” with Dane County Human services and it serves only males. Middle schools will have to provide the services to these students.

Discussion Item CN-9

Student Services

Discussion Item: Reduce 3.0 FTE of Student Services Staff

Background:

- School Social Workers provide a range of services, but have particular emphasis on reducing attendance and truancy and supporting students with mental health, life traumas or AOD use.
- School Psychologists provide a variety of services, with emphasis on screening, intervention and collaborations with community providers for children with mental health or traumatic events in their lives; academic assessment and intervention and responding to serious behavior concerns of children
- School Nurses provide a range of services with focus on managing serious, emergency, chronic and acute health problems of children, connecting students to health care and ensuring that they complete any needed care and promoting the district's wellness policy

Anticipated Savings: \$154,646

Impact: Reducing allocations will have a direct impact on the availability of direct support to students and families. Potential impacts include an increase in absenteeism, behavior and mental health problems and emergency health incidents among students.

Discussion Item CN-10

General Administration

Discussion Item: Elimination of Minority Services Coordinator Positions

Background: The Minority Service Coordinator (MSC) position was established at each of the four large MMSD high schools to provide additional academic, social, and emotional support to minority students and their families in the Madison Metropolitan School District. In the role as MSC, they are charged with monitoring student progress and assisting students and their families in addressing barriers that may hinder academic and social success. In 2005, the University of Wisconsin-Madison agreed to partner with the MMSD by providing 50% of the funding for the salary and benefits for the four positions.

Anticipated Savings: \$116,000

Impact: This will remove a single point of contact in each school for students of color. Other support staff such as guidance counselors, social workers, and school psychologists will have to communicate and coordinate current services to continue efforts to best serve all students and in particular students in need of the most support as it relates to race/ethnicity and income.

Reductions Reviewed, Not Advanced

Elementary	Eliminate School Planner
Elementary	Increase class size in all elementary schools under 50% low income
Elementary	Reduce formula funds for supplies, materials and equipment
Elementary	Reduce Assistant Principals by increasing AP:student ratio
Secondary	Eliminate School Planner
Secondary	Increase in ticket prices and student athletic passes
Secondary	Reduce extracurriculars at high school
Secondary	Reduce additional athletic programs
Secondary	Reduce formula funds for supplies, materials and equipment
Secondary	Reduce Assistant Principals by increasing AP:student ratio
Educational Services	Increase cross categorical pupil teacher ratios
Educational Services	Increase speech and language pupil teacher ratios
Educational Services	Decrease PST allocation, both Special Education and ESL
Educational Services	Decrease clerical allocations, both Special Education and ESL
Educational Services	Decrease or eliminate PBST
Educational Services	Eliminate Psychologist at LEAP
Teaching and Learning	Reduce ELM funds
Teaching and Learning	Eliminate Stress Challenge
Teaching and Learning	Eliminate Environmental Education
Business Services	Reduce custodial staffing
Business Services	Reduce trades staffing
Business Services	Reduce maintenance funds
Business Services	Reduce technology funds
Human Resources	Eliminate recruitment division
Student Services	Reduce psychology positions in the elementary schools
Student Services	Reduce 1.0 allocation across high schools for at-risk students
Student Services	Reduce number of nurses
Student Services	Reduce the number of security assistants or ERO's

Possibilities Dependent on Legislative Action

Business Services

Potential revenue and/or revenue limit relief proposed in Governor Doyle's P-1 budget

Discussion Item P-1

Business Services

Discussion Item: Potential revenue and/or revenue limit relief proposed in Governor Doyle's budget

Background: With the introduction of the Governor's 2007-09 biennial budgets, the budget process is set in motion. Legislative Fiscal Bureau director, Bob Lang, told the Joint Finance Committee on February 14, it would take about a month to complete an analysis of the budget.

The budget writing committee is preparing for hearings in six cities. The Joint Finance Committee said the tour could begin in mid-March. Historically, the Joint Finance Committee wraps up its work around Memorial Day; and the month of June is when both houses make changes to the Joint Finance Committee's version. The budget bill will begin in the Senate this session.

Impact:

1. Special Education Categorical Aid increase would provide MMSD an additional \$1,032,000 from what was forecast for 2007-08 and an additional \$1,721,000 from what was forecast for 2008-09.
2. Bilingual Aid maintains the current percentage of state reimbursement at 12%. MMSD had anticipated 11.49% continuing for the next number of years. This would add \$52,000 to the revenue that was forecast for each of the next two years.
3. School Safety revenue limit exemption for districts that partner with a local law enforcement agency with certain limitations and if an equal amount is provided by the local law enforcement agency. We currently pay \$280,000 per year to the City of Madison for the ERO's that are in the schools. We would need to work with MPD to determine if they could provide the match required (direct funding or possibly in-kind funding already in place). The provision also provides for the exemption of school safety related equipment. At this time it is unclear if any further relief would be available to MMSD under this proposal.
4. Mentoring of initial educators exemptions could fund the approximately \$54,000 we currently expend to support 43 MMSD initial educators per year.