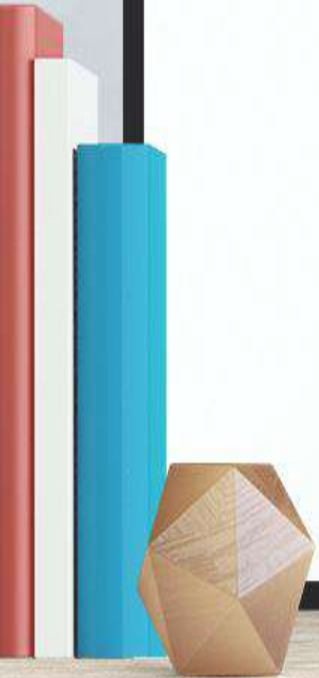




CONSULTATION OF PRIVATE SCHOOL OFFICIALS

September 11, 2019



Today's Outcomes:

- + To understand the CLC Grant and after school options for the Private/Parochial Schools
- + To know who is supporting the Private/Parochial Schools this year from MMSD
- + To continue to better understand the Title Affirmation
- + To understand the Title I, Title II and Title IV process
- + To understand the importance of identifying your ELL students under Title III
- + To understand how allocations are generated for Title I, Title II, Title IV, Title III and IDEA
- + To review the SSIT and Referral for Special Education Process
- + To have Summer School Information and Dates for Summer 2020

MADISON SCHOOL & COMMUNITY RECREATION (MSCR)

21ST CENTURY COMMUNITY LEARNING CENTER (CLC) GRANTS

Eileen Otis, MSCR Elementary Programs Supervisor

eotis@madison.k12.wi.us

608-204-3008

Ian Hannah, MSCR Secondary Programs Supervisor

ihannah@madison.k12.wi.us

608-204-3018

MSCR 21ST CENTURY COMMUNITY LEARNING CENTERS

Madison School & Community Recreation (MSCR), a department of Madison Metropolitan School District (MMSD), currently manages and operates fifteen 21st Century Community Learning Center (CLC) Grants awarded from the U.S. Department of Education through Wisconsin DPI.

These grant programs target low-income, low achieving students. Our programs strive to improve academic achievement, especially in literacy and math, through tutoring/ homework assistance and hands-on academic enrichment during after school hours.

Elementary Schools High Schools

Allis Elementary
School

Falk Elementary

Glendale Elementary
Sherman Middle School

Hawthorne Elementary

Lindbergh Elementary

Mendota Elementary

Midvale Elementary

Nuestro Mundo Community School

Sandburg Elementary

Schenk Elementary

Middle &

Black Hawk Middle

Sennett Middle School

Wright Middle School

LaFollette High School



CLC STATISTICS FROM DPI

Among students regularly attending a Community Learning Center:⁴



Close to 1 in 2
**improved their
math and Language
Arts grades**



Close to 2 in 3
**improved their
homework completion
and class participation**



Close to 3 in 5
**improved their
behavior in class**

CLC FUNDING CYCLES

- ▶ Competitive application process
- ▶ Funding for five years, then must reapply
- ▶ Average Daily Attendance (ADA) Funding Tier
 - ▶ 25-40 \$80,000
 - ▶ 41-55 \$100,000
 - ▶ 56-70 \$115,000
 - ▶ 71-85 \$130,000
 - ▶ 86 & Up \$145,000 (MAX)

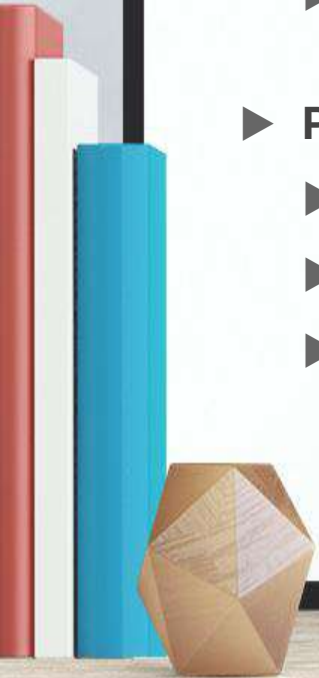
CLC GRANT REQUIREMENTS

▶ **Must Offer:**

- ▶ Academic enrichment opportunities for students
- ▶ Additional student activities that complement academic programming
- ▶ Opportunities for active and meaningful engagement in each child's education for families

▶ **Programs should:**

- ▶ Target students with greatest need
- ▶ Employ multiple methods for recruiting students
- ▶ Develop plan for retention of students





What's New?

- Website [Private and Parochial Services](#)

Unknowns?

- + Future of Title II and Title IV Allocations
- + DPI allocation notification

ESSA RESOURCES



<https://dpi.wi.gov/esea/new-items-interest>


<https://www.ed.gov/ESSA>

<http://all4ed.org/publications/federal-flash/>

AFFIRMATIONS

What happened in 18-19?

- + Pooling
- + Timeline

		Department of Public Instruction AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS PI-9580-AC (Rev. 03-18)	FORM SUBMISSION: Public and private school officials must review and complete this form together. The LEA shall save the completed and signed form as a PDF and then upload the PDF to the ESSA Consolidated Application in WISegments. The LEA shall provide a copy of the completed form to the private school.
Collection of this information is a requirement of the Elementary and Secondary Education Act of 1906, as amended by the Every Student Succeeds Act, Public Law 114-95.			
Local Educational Agency <i>Please Print</i> <input type="text"/>		Private School <i>Please Print</i> <input type="text"/>	
GENERAL INFORMATION			
The Every Student Succeeds Act (ESSA) requires Local Educational Agencies (LEAs) to provide equitable participation to eligible private school children, teachers, and other educational personnel in programs under the Act. The services, materials, or other benefits shall be secular, neutral, and nonideological. 20 U.S.C. §§ 6320(a)(1)-(2) and 7811(a)(1)-(2).			
ESSA prohibits the private school from obligating or receiving ESSA funds. The control of funds used to provide equitable services is maintained by the LEA. Materials purchased with the funds are administered by the LEA and remain the property of the LEA. Services shall be provided by an employee of the LEA or through a contract by the LEA with an individual or entity independent of the private school and any religious organization. 20 U.S.C. § 7801(6).			
Therefore, ESSA requires that timely and meaningful consultation occur between the LEA and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under the Act, and shall continue throughout the implementation and assessment of activities under this section. The goal of consultation is to reach an agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children under Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A. 20 U.S.C. §§ 6320(a) and 7811(a).			
Services provided by the LEA must be designed to meet the educational needs and supplement the services provided by the private school. In order to fully participate in services, private school officials will need to cooperate with public school officials to determine student eligibility; how the needs of the students will be identified; how the services (including family engagement activities) provided under each Title will meet those needs; and how services will be evaluated. Private school officials may choose not to participate in one or more the Titles under this Act. 20 U.S.C. §§ 6320(a)(1) and 7811(a)(1).			
This form lists the required consultation topics to be discussed by the LEA and private school officials, requires the LEA and private school official to identify the Titles the private school will participate in and summarizes the services to be provided by the LEA.			
If requested in the Private School Verification section of this form, DPI's ombudsman will review the consultation form to help ensure equity for private school children, teachers, and other educational personnel.			
REQUIRED CONSULTATION TOPICS 20 U.S.C. §§ 6320(a)(1) and 7801(a)(1)-(2)			
The following topics must be discussed during the ongoing consultation process.			
<ol style="list-style-type: none"> 1. How the LEA will identify the needs of private school children. 2. The method or sources of best available data that the LEA and the private school officials will use to determine the number of private school children from low income families residing in participating public Title I school attendance areas who attend private schools. 3. The services the LEA will offer. 4. How, where, and by whom the services will be provided. 5. When, including the approximate time of day, Title I services will be provided to eligible private school children. 6. How the services provided by the LEA will be assessed and how the results of the assessment will be used to improve those services. 7. The size and scope of equitable services to be provided to the eligible private school children, their families, teachers, and other educational personnel. The amount of funds available for those services, how that amount is determined from the total amount of funds received by the LEA, and if funds will be used for direct and/or indirect administrative costs. 8. How and when the LEA will make decisions about delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers. 9. How, if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA will provide to the private schools, in writing, an analysis of the reasons why the LEA has chosen not to use a contractor. 10. Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor. 11. Whether the LEA will provide equitable services by a) creating a pool or pools of funds or b) on a school by school basis. 12. Whether to use funds provided under Title I, Part A in coordination with eligible funds available for services to private school children under applicable programs as defined in Title VIII to provide services to eligible private school children participating in programs. 13. If the LEA will transfer funds as allowed under Title V, Section 5103. 20 U.S.C. § 7309(a)(2). 			

TITLE I, PART A

- + Elementary and Secondary Education Act (ESEA) 1965
- + Every Student Succeeds Act (ESSA) 2015

DISTRIBUTION OF TITLE I FUNDS

U.S. Department of Education

WI Department of Public Instruction

Madison Metropolitan School District

Title I School

Title I School Eligibility

- Based on the number of children ages 5 -17 in poverty in a school's attendance area
- Public schools are TI eligible if poverty percentage is at or above the district average
- Private school students are eligible for services if they reside in a TI attendance boundary
- New Title I Schools for 19-20 include Huegel, Marquette, Muir and Toki

POVERTY/NON-POVERTY SURVEY

- + Why is the survey important
 - + Impacts Title I Allocations
 - + Informs Service Design
- + When will the survey happen this year?
 - + Will be emailed out in late November
 - + Return data to MMSD Jan. 8
- + What to do If parents indicate attendance in a district other than MMSD?

ANONYMOUS HOUSEHOLD INCOME SURVEY 2018-19

Your responses to this survey will help to determine the amount of Title I Academic Supports your school may be eligible to receive for the 2018-19 school year. Responses are anonymous. Do not write your name on the survey.

1. Name of Private/Parochial school requesting this survey: _____

2. For children attending this Private/Parochial school, what district would they attend if they went to a Public School?

<input type="checkbox"/> Madison	<input type="checkbox"/> Cambridge	<input type="checkbox"/> Lodi	<input type="checkbox"/> Middleton-Cross	<input type="checkbox"/> Mount Horeb	<input type="checkbox"/> Sun Prairie	<input type="checkbox"/> Other
<input type="checkbox"/> Barneveld	<input type="checkbox"/> DeForest	<input type="checkbox"/> McFarland	<input type="checkbox"/> Plaines	<input type="checkbox"/> Oregon	<input type="checkbox"/> Verona	_____
<input type="checkbox"/> Belleville	<input type="checkbox"/> Edgerton	<input type="checkbox"/> Marshall	<input type="checkbox"/> Monona Grove	<input type="checkbox"/> Stoughton	<input type="checkbox"/> Waunakee	

Income Chart

- Identify your household size: Include all persons living permanently in your household: children attending any school, public, private and/or parochial as well as foster children.
- Review the income boxes to the right of your household size number: Compare your yearly, monthly or weekly income to the amount listed to the right of your household size.

Household Size (number of people)	Yearly Income	Monthly	Weekly
2	\$30,044	\$2,504	\$578
3	\$37,777	\$3,149	\$727
4	\$45,510	\$3,793	\$876
5	\$53,243	\$4,437	\$1,024
6	\$60,976	\$5,082	\$1,173
Each additional household member, add amt. per person:	\$7,733	\$645	\$149

3. Please check YES or NO for the following questions:

- Is your household income at or below the amounts listed in the chart above for your household? Yes No
- Does your family receive assistance through any of the following programs? Yes No
 - Supplemental Nutrition Assistance Program (SNAP)
 - Temporary Assistance for Needy Families (TANF)
- As defined by law is your family a homeless, migrant or foster family Yes No

If you selected Madison in question #2 above, continue to question #4. If not, you are done with this survey.

4. Complete the following questions for the children in your household that:
- Attend the private and/or parochial school in question number #1 above
 - Would have attended Madison Metropolitan School District

Grade Level Group <small>*Kindergarten definition (turn 5 years old on or before 9/1/2017)</small>	A. Number of children in grade span	B. Enter Madison School your children would attend based on your address. If you are unsure of school, you can look up here: mmsd.org/whyyouschool If you are unable to access link, enter children's street address.
Kindergarten*, First And Second Grades (K, 1 & 2)		
Third, Fourth and Fifth Grades (3, 4 & 5)		
Sixth, Seventh and Eighth Grades(6, 7 & 8)		

2019-20 Title I Allocation for Services

Total number of students in poverty attending private schools

2015-2016	163 students
2016-2017	135 students
2017-2018	218 students
2018-2019	170 students
2019-2020	207 students

TITLE I FAMILY ENGAGEMENT EQUITABLE SHARE

- + Invitations to MMSD's relevant parent meetings
- + Participation in your Back to School / Parent Nights
- + Emailing Title I parents with quarterly updates (importance of having current email information)
- + MMSD Family, Youth, and Community Engagement:
<https://face.madison.k12.wi.us/>
- + Summer family literacy materials for Title I students

TITLE II-A FUNDS

- + Private / Parochial schools indicating “yes” on affirmation for Title IIA must complete the Needs Assessment before accessing the allocation. Submit by October 1, 2019.
- + Professional Development must be directly related to core academic area needs defined on approved Needs Assessment

Private School Needs Assessment and Professional Development Plan 2018-2019

The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified. Title II-A funds are a result of an entitlement grant received by Madison Metropolitan School District and are based on your school's enrollment. These are federal funds that come with strict measures of compliance.

Private School		Grade levels	
Private School Administrator		Number of students enrolled (5K – 12 th grade)	
How and when was this Needs Assessment and Professional Development Plan shared with staff and parents?			
Signature of Private School Administrator		Date	

Section 1: Assessment of Student Needs:

Identify your students' academic needs. Prioritize needs, with most significant as # 1.

- | | |
|--|--|
| <input type="checkbox"/> Arts, music, dance, drama/theater | <input type="checkbox"/> Social Studies: Civics and government, history, geography, and economics |
| <input type="checkbox"/> Foreign languages | <input type="checkbox"/> Science: life science, physical science, earth and space science, astronomy, chemistry, and physics |
| <input type="checkbox"/> Math | |
| <input type="checkbox"/> Reading and Language Arts | |

What data was used to identify these needs (standardized tests, classroom assessments, behavioral, observations, etc.?)

Subject Area	Data
Arts, music, dance, drama/theater	
Foreign languages	
Math	
Reading and Language Arts	
Social Studies	
Science	

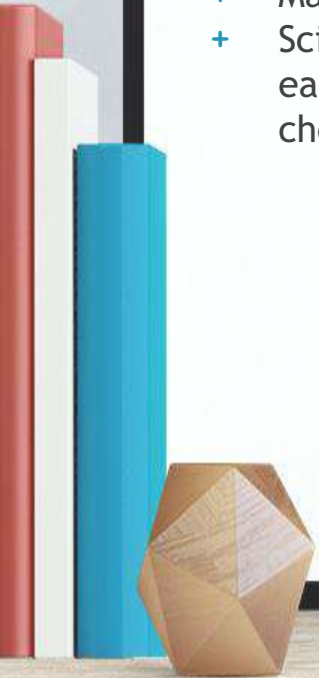
WHAT ARE CORE ACADEMIC AREAS?

Core Academic Areas:

- + Arts, music, dance, drama/theater
- + Civics and government, history, geography and economics
- + Foreign languages
- + Reading and English Language Arts
- + Mathematics
- + Science: life science, physical science, earth and space science, astronomy, chemistry, and physics

Non-Core Academic Areas:

- + Agriculture
- + Bookkeeping, accounting, business, cooperative education, and library science
- + Health education, health occupations, and physical education
- + Family and consumer sciences, technology education, marketing education, trades and industry, computer science, driver education, and journalism
- + Psychology, sociology, and speech



TITLE II UPDATES AND REMINDERS

Private and Parochial Services

- Teachers can not be reimbursed for more than the requested amount.
- New this year, teachers will need submit credit card statements and/or canceled checks to show payment. (Please share this with your teachers)

IDEAS FOR TITLE II FUNDS

- + Grade level conferences
- + State Reading Conference
- + The Daily Cafe (Daily 5) Training
- + Subject specific conferences
- + Technology conferences/workshops (as it relates to core content areas)
- + Presenters for a curriculum used
- + National or Regional Conferences
- + Conferences regarding disruptive behaviors

Remember all requests for Title II must be tied to the school's Needs Assessment. **Any religious conferences are only reimbursed for the secular (non-religious) percent of the conference.**



TII PRIVATE / PAROCHIAL SPENDING

	2014-15	2015-16	2016-17	2017-18	2018-19
Total funds available	\$115,395. 36	\$120,118. 60	\$110,092. 59	\$206,718. 75	\$225,148. 62
# of schools accepting funds	23	23	24	24	25
# of Schools accessing funds	10	14	14	20	15
Reimbursed	\$48,015.4 2	\$63,940.1 1	\$55,337.3 0	\$95,911.8 7	\$106,169. 17
Not Used	\$67,379.9 4	\$56,178.4 9	\$54,755.2 9	\$110,806. 88	\$118,979. 45

MMSD PROFESSIONAL DEVELOPMENT

- + Many MMSD courses are open to private/parochial staff
- + MMSD courses are not reimbursable

IMPORTANT DATES FOR TITLE II-A

October 1 - Needs Assessment Due to the State and Federal Government Office

April 1 - All Requests for Professional Development and Contracts Due

June 30 - All Reimbursement Requests, Contract Invoices, and Related Documentation Due

****Receipts and reimbursement requests are to be returned within two weeks of the activity. Please encourage staff to return their reimbursements in quickly with all correct documentation.**

ACCESSING TITLE IV-A FUNDS

- + Private/Parochial schools indicating “yes” on affirmation for Title IV-A must complete the Needs Assessment before accessing the allocation.

ALLOWABLE ACTIVITIES

Three areas supported under Title IV, Part A

- Well-Rounded Educational Opportunities
- Safe and Healthy Students
- Effective Use of Technology

TITLE IV UPDATES AND REMINDERS

- + Not allowable
 - + Furniture
 - + Technology Hardware
 - + Items a school must have for general operating purposes
 - + Door locks, walkies, core materials, student & staff furniture

REQUEST FORM

Title IV Grant Purchase Request Form 2018-19

DIRECTIONS:

- Complete one form per vendor.
- Forward to Paula Starr pkstarr@madison.k12.wi.us, MMSD, 545 W. Dayton Street, Madison, 53703. Questions: 608-663-5454.
- Deadlines: Subscriptions – Software/Periodicals: October 1, Furniture: January 31, All other supplies and instructional Materials April 1
- We receive discounted rates through certain vendors. There is a list attached.



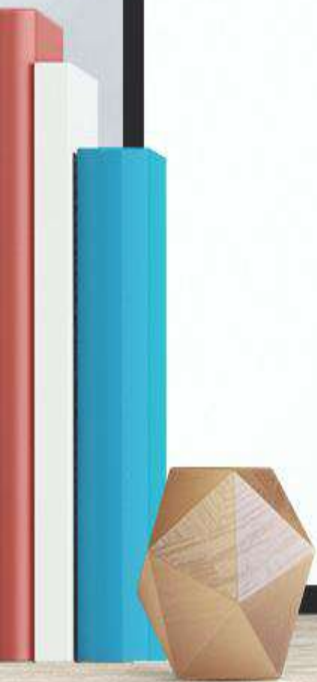
Date of Request		Name of Private/Parochial School				
Administrator's Name:		Administrator's Contact Info: (Phone/e-mail)				
Vendor Name		Vendor Contact Info: (Phone/e-mail/web address)				
Item	Order Number	Description (Name of product, color, size etc.)	For online order – Web address:	Quantity	Cost per Item	Line Cost
1						\$
2						\$
3						\$
4						\$
5						\$
How does purchase align with your schools needs?					Estimated Shipping	\$
Purchase aligns with: <i>Select One</i>		<input type="checkbox"/> Well-rounded education <input type="checkbox"/> Safe and Healthy Schools <input type="checkbox"/> Effective Use of Technology			Total Approximate Cost	\$
Private/Parochial School Administrator Approval				Date		

MMSD Office Use Only									
Type of Purchase:	<input type="checkbox"/> Pcard <input type="checkbox"/> PC:		<input type="checkbox"/> Direct Pay – Conference		Purchase Orders Only				
Date PD request form received by State and Federal			Date approval forwarded to P/P School/Entered in Google:		Requisition Number:		Vendor Number:		
Entered on Inventory			Yes <input type="checkbox"/>		Asset Tag # (if provided by IT)			Title IV Inventory Tag #	
Account number	Fund	Org	Object	Function	DPI Project	Local B	Location	Project	Amount Approved
Charge to Account No:									\$
Charge to Account No:									\$



TIV PRIVATE / PAROCHIAL SPENDING

	2018-19
Total funds available	\$62,916.46
# of schools accepting funds	22
# of Schools accessing funds	13
Spent	\$26,927.22
Not Used	\$35,971.37



TITLE III



TITLE III AFFIRMATION

Title III, Part A

The purpose of Title III, Part A is to increase the English proficiency of LEP (Limited English Proficient) children.

English Language Learners that attend a private or parochial school in the Madison Metropolitan School District are first identified by taking the W-APT. Students that qualify for Title III, Part A services through this assessment then participate in the ACCESS test which annually assesses English proficiency levels. MMSD provides a highly qualified instructor to perform the ACCESS testing out at each qualifying private or parochial school. Teachers and schools that participate in Title III can also access professional development and student consultation throughout the year to learn best practices for English Language Learners and strategies to help individual students.

TITLE III-A ALLOCATIONS – WHERE DOES THE MONEY COME FROM?

Public School Students (accepting/pending services) + Private School Students

= Total Students Participating in ACCESS 2019 (accepting/pending services)

Grant award / Total Students Participating in ACCESS 2019 x Private School Students = Allocation for services for Private/Parochial (accepting Title III-A)

REMINDERS FOR THE 19-20 SCHOOL YEAR

Professional Development & Coaching/Consultation - Contact Daniel Rea-Giron directly

Interpretation provided by the district for IDEA related meetings (i.e. transition to a Service Plan) is for parents, not school staff - Contact Patty Otterson directly

EL Policy Handbook from DPI (ESSA)

- + Entry and exit criteria consistent across the state
- + Proficiency level of 5.0 moves to monitor status (started with 2018 ACCESS)

HOW TO IDENTIFY WHO IS A POTENTIAL ENGLISH LEARNER?

Public school districts in Wisconsin use a universal Home Language Survey (HLS) upon initial enrollment in the district to determine if there is the dominance of a non-English language in the household

- + HLS 4 questions asked of all parents to determine next steps:
 - + Screen the student/Do not screen the student
 - + If needed, additional 5 questions administered to determine if the child is a potential English Learner who needs screening
- + The 4 HLS questions will be included as a part of the Title III A permission form (updated to reflect ESSA) to determine screen/not screen (Daniel will communicate with schools on next steps)

Private/Parochial sites could choose to ask the questions (as part of enrollment, etc.) of the parents of new students to determine who would receive the permission form

- + Reach out to Daniel Rea-Giron

TITLE III DATES

ACCESS 2.0 Training: Online format

ACCESS 2.0 Testing Window: December 2, 2019 -
January 31, 2020

ACCESS 2.0 Results: Schools typically receive
score reports in early to mid May to send home to
families

IDEA

Individuals with Disabilities Education Act



IDEA

Public School Responsibility to Private Schools

- + Child Find
 - + Coordinated set of activities designed to locate and identify children with disabilities who may need special education services.
- + Provision of Services:
 - + Offer special education services within the public school system to provide Free and Appropriate Public Education (FAPE)
 - + Provide services within a private school based on equitable participation formula

IDEA FUNDING PROPORTIONAL SHARE

- + MMSD works with private schools to identify students who have a disability as identified by IDEA (Child Find)
- + MMSD provides the Proportional Share of IDEA funds to serve children with disabilities who are enrolled by their parents in private schools
- + The annual amount of funding is based on the percentage of students identified with disabilities within the district who are enrolled in private schools
- + Child Find costs are in addition to the Proportional Share

IDEA FUNDING PROPORTIONATE SHARE

4,056	MMSD Students with Disabilities
<u>+ 117</u>	Private School Students with Disabilities
4,056	Total (Ages 3- 21)

Flow Through: \$6,089, 156 Total Flow Through (4,056 total students)
\$1,504.27 x 117 (Private/Parochial students)=\$175,648

Proportionate Share: \$175,648 Private & Parochial School Allocation

IDEA ARRAY OF SERVICES

Speech/Language Therapy:

- + 4K – 8th Grade: Consultation and/or Direct Service for Speech, Language, & Fluency with documented impact on educational achievement (was 4k to 5th)
- + 9th – 12th Grade: Consultation and/or Direct Service for Fluency with documented impact on educational achievement.

Deaf/Hard of Hearing Instruction:

- + 4K – 12th Grade: Consultation and/or Direct Service (does not include ASL Interpretation)

Audiology:

- + 4K – 12th Grade: Consultation and/or Direct Service

Vision Instruction:

- + 4K – 12th Grade: Consultation and/or Direct Service (does not include materials production)

Professional Development related to the needs of students identified with disabilities

CHILD FIND

- + Data Collection at the beginning of each school year
- + Preschool developmental screening 608-663-8471
- + Teacher completed Articulation Screening
 - + SLP's not allowed to administer individual screenings to students
 - + Teacher administered screening
 - + Training is available for Teachers not previously trained
- + School Support and Intervention Team (SSIT)
 - + Collaboration among school staff, parents and others
 - + Increase knowledge of student's strengths & challenges
 - + Determine strategies & supports
 - + Determine appropriate referrals to special education and/or outside agencies



SSIT MEETINGS

Specific Dates throughout the year October - May

- + Review of Information
- + Define the specific problem
- + Discuss what we want the child to know or be able to do
- + Develop a plan that may include:
 - + Instructional Strategies
 - + Accommodations
 - + Modifications
 - + Interventions
- + Based on results, consider a referral for special education

REFERRALS

If a referral is recommended following a SSIT, MMSD staff will facilitate next steps.

Evaluations follow IDEA criteria

For questions regarding other referrals, contact Stephanie Dankert (sadankert@madison.k12.wi.us)



SUMMER SCHOOL 2020 KEY DATES (TENTATIVE)

Key Dates:

- + **February 24, 2020:** Student recommendation window opens
 - + School Administrators able to fill out referral form for students to enroll (after conversation with student's family).
- + **March 18, 2020:** MMSD Summer School enrollment opens at 9am
- + **March 27, 2020:** Student recommendation window closes
 - + Deadline for Private and Parochial Administrators to submit student recommendations to MMSD Summer School Office.
- + **April 17, 2020:** MMSD Summer School enrollment closes at 4pm

SUMMER SCHOOL 2020 PLANNING

Planning documents/information forthcoming:

- + Criteria/guidance document on eligibility
- + Online student referral form
- + [Web presence](#) specifically geared towards Private & Parochial students
- + Language for school newsletters
- + Template for Summer School invitation letters



REMINDER: SUMMER SCHOOL OFFICE CONTACTS

Any questions? Please contact:

Briony (Bree) MacPhee Lyon - Coordinator of Summer School bmacpheelyon@madison.k12.wi.us

Ann Rezutek - Administrative Assistant
amrezutek@madison.k12.wi.us



MMSD TEACHERS SUPPORTING PRIVATE SCHOOLS

Title I, Title II & Title IV – Stephanie Dankert sadankert@madison.k12.wi.us

Title I – Emily Perkins eebailey@madison.k12.wi.us

Title III – Daniel Rea-Giron – drea@madison.k12.wi.us

IDEA – Patty Otterson – potterson@madison.k12.wi.us

Speech Clinicians – Laura Johnson – lajohnson2@madison.k12.wi.us

Lynda Ruchti – lruchti@madison.k12.wi.us

Website: www.mmsd.org/privateschools

MMSD ADMINISTRATORS

Title I, Title II & Title IV – Jennifer Waldner
jmwaldner@madison.k12.wi.us

Title III – Jen Klutterman
jklutterman@madison.k12.wi.us

IDEA – Scott Zimmerman
slzimmerman@madison.k12.wi.us

Summer School Coordinator – Bree MacPhee
Lyon
bmacpheelyon@madison.k12.wi.us

Supervisor – MSCR/CLC Grant Ian Hannah
ihannah@madison.k12.wi.us

Supervisor – MSCR/CLC Grant Eileen Otis
eotis@madison.k12.wi.us

BEFORE YOU GO

If you have any questions please stay and get your questions answered.

You will receive a Google Survey to provide feedback for today's meeting.

