



October, 2011

TO: Board of Education

**APPENDIX NNN-6-4
December 19, 2011**

FROM: Daniel A. Nerad, Superintendent

RE: Innovative and Alternative Program Committee

I. Introduction

A. Title/topic: Proposed Innovative and Alternative Programs Plan

B. Presenter/contact person: Jeannette Deloya, Susan Gorud, Sally Schultz, Nancy Yoder

C. Background information:

During the winter and spring of 2010-2011 the Superintendent convened the Innovative and Alternative Program Committee to explore innovative schooling options. The stated charge as per MMSD's Strategic Plan was to "Identify alternative education and innovative program needs and develop a plan to expand alternative programs and educational options". The group was comprised of community members and current and retired MMSD educators. (See attached membership list). The committee met a total of seven (7) times. While a core group of members attended regularly, the attendance of others fluctuated between two and five meetings.

The committee met monthly from January, 2011 thru June, 2011, and once more in October, 2011 to consider and refine ideas around innovative and alternative schooling options. Presenters from MMSD shared current programs and practices to build committee member background knowledge. (Please see section IV for a list of the research, reports and data analysis that have contributed to background knowledge for participants, and ultimately, to the recommendations included in this proposal.) Then, through a series of discussions, the committee created an extensive list of possible innovations, and prioritized those options based on a perceived need within the Madison school district. The group reached consensus resulting in the creation of 2 sub-committees with the following charge:

- Sub-committee 1: Explore potential of Magnet Schools that offer specialization and opportunities for community partnerships
- Sub-Committee 2: Revise the traditional school calendar to optimize student learning and district resources to include (a) Year-round School Building Calendar, and (b) an Alternative High School Summer Program for At-Risk Students (gr. 9-12)

****Note of interest: It is important to note that prior to shifting focus to considering development of innovative schooling options such as magnet schools and extended school year programs, the priority shared by all committee members was to strengthen core instruction and programming. Throughout the committee's tenure, members remained in universal agreement that all students must have access to quality instruction and the necessary supports in order to achieve and succeed in school with Literacy as a focus.*

Magnet schools are highly selective public schools known for special programs, facilities, and high academic standards. They often specialize in a particular area, such as science or arts or may offer a less conventional school schedule or calendar. Magnet schools were first launched in the late 1970's to help desegregate public school systems by encouraging children to attend schools outside their neighborhoods, and student diversity continues to be an explicit goal in many magnet schools.

The Innovations and Alternatives Committee engaged in research and exploration around a number of specialization areas for consideration and possible development in MMSD. Areas of specialized programming that generated considerable interest include the following:

- **Music/Art:** can include a focus on performing arts, fine arts, rigorous music skill development, creative expression
- **Dual Language:** MMSD is seeing high community interest and positive results in the DLI programs offered in several schools throughout the district. Families with children who have participated in the Nuestro Mundo charter elementary DLI program have been vocal advocates for expansion into middle and high school.
- **Cultural Practices that are Relevant (CPR):** Currently, four elementary schools in Madison have made considerable progress in redesigning their curriculum using practices that are culturally relevant. Principals and staff in these schools are reporting positive change in student achievement and in student and parent engagement.
- **K-12 International Baccalaureate:** International Baccalaureate is an international model that includes primary, middle school and high school programs. The curriculum is built around core knowledge areas that include language, mathematics, technology, humanities, sciences, arts, physical education, ethics and history. Schools apply to International Baccalaureate for authorization to offer any of the IB level curriculum or programs.
- **Math/Science:** can include focus in mathematics and/or science curriculum. A school designed for deep integration of math/science can offer significant opportunity for high interest, high leverage learning and teaching practices.

In addition to the ideas listed above the Magnet School sub-committee emphasized the need to tap into our teachers as a rich resource around areas of specialization for magnet schools. The planning process would include forums to promote teacher voice and leadership around the identification and implementation of magnet schools within MMSD.

Year-round school building calendar applies more specifically to the use of school buildings as opposed to students and teachers in that it is the school that is used year-round, with students and staff coming and going throughout the school year. It is a concept that has grown dramatically over the past three decades with over 2 million public school students attending school on a year-round calendar during the 2006-2007 school year (including 6,000 students in Wisconsin). In its most popular form, year-round education involves using alternative school calendars that eliminate the traditional summer vacation and replace it with shorter breaks throughout the year. Most year-round calendar options have students attending school for 180 days of instruction delivered by teachers who work 180 days, although alternatives with fewer but longer school days exist. Multi-track year-round calendars are often used when overcrowding exists and there is limited funding and/or a lack of viable locations for establishing a new school.

The ideas proposed by the two sub-committees can be considered both individually or together as the proposed year-round school building calendar can facilitate the magnet school proposal. The magnet sub-committee concluded that there is good cause for the school district to take a position that encourages the development of schools that offer specialization and opportunities for community partnership. However,

this should be done within clearly defined and articulated parameters. The rationale for promoting the development of magnet schools and a list of parameters are described further in the recommendations that follow. The second committee, recommending year-round calendar options, offers a more defined proposal for consideration as a pilot program. The committees considered the possibility of combining the two recommendations, by perhaps offering the year-round calendar as a way to facilitate the magnet school option with several areas of specialization from which to select. The committee felt strongly that while the year-round program has significant merit in terms of cost savings related to space use, specialized programming (e.g., Dual Language, Cultural Practices that are Relevant, International Baccalaureate, Math/Science, Music/Art, or Technology) could potentially hold greater appeal for interested students and their families within the Madison community.

Alternative High School Summer Program for At-Risk Students (gr. 9-12)

In addition to the committee on a year round school building calendar, there was also a proposal to establish an alternative program that adds an additional summer quarter for a credit-deficient population where students learn through high-interest, thematic units that are centered on literacy and math. Enrolled students are able to earn credit for work or volunteer. The emphasis of the summer session would include literacy and social emotional learning, working with community partnerships, technology and media literacy, and post-secondary preparation.

This program would be open to all students in any existing alternative program (Work and Learn, AERO, SAPAR, TLC, CRIS, MAAP, etc.). It could also be open to regular high school students who are not progressing in academic or social emotional learning. Priority would be given to students already enrolled in alternative programs based on academic and social emotional need. Students apply through referral and applicants are chosen based on specific criteria including academic and social emotional need.

The alternative program would follow the regular school calendar with an additional “5th” quarter. We envision a 3-week break right after the end of the school year followed by a 6 week session with another break again before September.

The summer school program would have the capacity to serve a total of 45 students with three regular education teachers at summer school salary and one Special Education Assistant.

D. BOE action requested:

It is recommended that the BOE approve continued planning and development of magnet school options, possible usages for year-round building calendars, and alternative high school summer programming. These plans will be presented in the spring for BOE consideration and approval.

II. Summary of Current Information

A. Provide summary:

The Innovative and Alternative Program Committee recommends that the school district give serious consideration to Year-round School Calendar and/or the development of theme-based magnet schools within the district that have the flexibility to offer distinctive, innovative curriculum and/or instructional approach and environment. The committee felt strongly about the district defined parameters around magnet schools. The following represents some of the committees thinking however, formal definition of district parameters would be part of the planning process.

- a. Decisions for the type and location of magnet schools are made following extensive community engagement, data collection, dialogue and vetting.

- b. The magnet school design must adhere to parameters that are firm, thoroughly researched, well-defined and meet the following set of expectations:
 - i. Employs highly qualified, DPI-certified teaching staff
 - ii. Delivers core curriculum that meets or exceeds DPI content standards and embeds MMSD Social Emotional Learning Standards
 - iii. Utilizes access/admittance/enrollment processes that are equitable
- c. MMSD BOE and administration maintain shared decision-making authority with the magnet school leadership.
- d. Rigorous academic programs are utilized to increase student achievement, attendance and engagement for all students.
- e. Equity and diversity are cornerstones of the school and its culture.
- f. Mutually beneficial partnerships between the community, family, and school are established and maintained.
- g. Students are able to attend the magnet school from within and outside an assigned attendance area.
- h. Scheduling parameters for the instructional day and yearly calendar remain flexible, and may differ from the traditional district schedule and calendar, when adequate justification related to student achievement is provided. Additionally, this plan has implications for the current Collective Bargaining Agreement contract which will need to be addressed.
- i. The school implements a model for learning that is student-centered, experiential and active
- j. School Funding: costs to district are in alignment with average costs to educate students.
- k. Schools that are established are held accountable through rigorous evaluation and outcome analysis.
- l. Magnet schools actively participate in practice sharing and professional development with schools across the district, so that all schools and students have an opportunity to benefit from practices that yield high results in terms of student achievement.

The committees considered a number of innovative school/programming options, by reviewing current research on the effectiveness of the models, and by giving consideration to the feasibility of implementation in the Madison school district. Year-round scheduling, International Baccalaureate (at all levels), and theme-based schools (examples: Arts/Music, Science/Math, Technology, Cultural Practices that are Relevant, Social Justice and One-way/Dual Language Immersion) were explored within the two sub-committees and deemed worthy of further consideration. The proposal for year-round scheduling, included within this recommendation, offers a concrete example of an innovative, cost effective infrastructure that can be used to provide traditional programming, IB or theme-based magnet school options.

Development of innovative magnet schools and programs offer considerable benefit to our students, to schools and to the school district for the following reasons:

- a. *Increase Enrollment:* Magnet schools appeal to families by addressing the request for additional options and innovative practices. Ultimately, magnet schools can serve to keep families in the district and attract families from outside our district borders.
- b. *Develop and Share Effective Educational Practices:* Magnet schools can serve as incubators for developing new ideas and promising practices into universal practices. High expectations for accountability lead to implementation of research-based instruction and outcome-based decision-making. These practices are then shared with all schools/programs within the

- district, and/or offer potential for expansion to other parts of the city (e.g., Nuestro Mundo Dual Language Immersion). All students benefit as innovative programming with proven efficacy spreads to schools throughout the district.
- c. *Cost Neutrality*: Due to high desirability and parent appeal, there is a potential for cost neutrality as additional costs related to implementation are off-set by the reduction of transfers out of the district and increasing the numbers of transfers into the district, the latter becoming an additional source of revenue. It is important to note that program development will come at an expense to the district as a result of the costs related to program development and start-up.
 - d. *Strengthening Communities*: The process of advocating for, creating, developing and maintaining a magnet school provides a unifying benefit to all members as the whole community works to achieve a common goal. Teachers, students, parents and community partners experience a high level of commitment, engagement and pride in the magnet school because it is developed through their own initiative and hard work.
 - e. *Teacher Innovation*: The committee engaged in extensive dialogue about how magnet school development can draw from the extensive resources that are already present in our schools, in particular, innovative teaching and support practices. Real innovation can come from teachers who are already delivering curriculum and academic programs in creative, engaging and highly effective ways. By thoughtfully engaging in inclusive efforts to develop magnet school models in the district, MMSD will empower teachers to contribute the talents, skills and expert knowledge that they bring to work every day. Not only would this serve to keep innovative programming connected to student achievement, it would honor and build on the hard work and dedication that often goes unnoticed in public schools.

B. Recommendations and/or alternative recommendation(s):

Innovative Infrastructure: Year-Round Calendars

There are many different options for creating year-round school calendars. A single track year-round calendar simply spreads the traditional 180 days of instruction in a different manner across the year. Instead of a long summer break, breaks and periods of instruction are spread out between July 1 and June 30, the beginning and ending points of the fiscal year. Single-track plans do not increase space capacity or save money, but they do promote continuous learning when combined with intersession programs.

One option considered by the committee was multi-track calendars. Multi-track calendars are employed specifically to address issues of overcrowding. One of the most common multi-track calendars is the 4-track calendar. Students and teachers at 4-track year-round schools are assigned—or choose—a single track. Each track is in session for 180 days, but as with all year-round options, the days are spread out across the entire fiscal year. **Figure 1** below shows what a 4-track year-round calendar might have looked like for the 2009-2010 school year. The presented calendar is sometimes referred to as a “60-20” calendar because each track is in session for roughly three 60 day periods separated by 20 day vacations, or “off track” time periods. This type of calendar can also be set up as a “45-15” calendar, with each track being in session for nine weeks followed by three weeks of being off track; a cycle that repeats itself across the entire fiscal year.

Figure 1: Example of a 4-Track Year-Round Calendar for the 2009-2010 School Year

TRACK:	July 1-July 31	Aug 3-Sept 1	Sept 2-Oct 2	Oct 5-Oct 30	Nov 2-Nov 25	Nov 30-Dec 23
A*	OFF				OFF	
B		OFF				OFF
C			OFF [#]			
D				OFF*		

TRACK:	Jan 4-Jan 29	Feb 1-Mar 2	Mar 3-Mar 26	Mar 29-Apr 30	May 3-May 28	June 1-June 25 [@]
A			OFF**			
B				OFF [^]		
C	OFF				OFF	
D		OFF				OFF

*Track D out Sept. 30. [#]Track C returns Oct. 2 **Track A returns March 31

[^]Track B out March 30 [@]Track B out June 28

*Please note that “tracks” DO NOT are not based on student performance

Another year-round calendar option is the three-track calendar. A three-track calendar divides the year into six blocks of approximately 41 days and is termed *Concept 6*. Students attend two consecutive eight-week periods, followed by an eight-week break. For *Concept 6*, most states allow 163 days of attendance rather than 180 by increasing the number of minutes per day. Modified *Concept 6* is the same except there are twelve four-week blocks. A student rotates eight weeks in and four weeks out of school. The main advantage to a *Concept 6* schedule is that it maximizes space capacity.

Year-Round Schooling and the Impact on School Capacity

With the exception of the single track year-round calendar, all year-round calendar configurations result in an increase in the capacity of school buildings.

4-Track Calendar: Using a 4-track calendar, a school constructed to house 600 can enroll 800 students by placing 200 students in each of four tracks (A, B, C, D). When tracks A, B, and C are in school (600 students), track D (200 students and their teachers) is on vacation. When D returns, A goes on vacation, and so on through the rotation. The increase from 600 to 800 students represents a capacity increase of 33%

Concept 6 and Modified Concept 6: Utilizing a 3-track *Concept 6* model results in a larger impact on space capacity. Consider the same school from the above example that was built to house 600 students. This school can now house 900 students. Three tracks (A, B, C) each enroll 300 students. While tracks A and B are in school, C is on vacation. When C returns, A vacations thus, there is a 50% increase in building capacity.

C. Link to supporting detail: See Appendix

School Capacity Alternatives

The above illustrations of capacity increases of up to 50% occur if there are enough students to fill all seats on all tracks. Adjusting school boundaries to allow for some increase in capacity but space for alternative and/or supplemental programming needs should also be considered. For example, if a school that is currently operating at capacity on a traditional calendar were to shift

to a 4-track year-round calendar, the resulting space plan would include 25% of classrooms being available for alternative uses at any given time. Alternative uses could include a magnet school track(s), 4K programming, a parent resource room, expanded science lab opportunities, storage, etc. Consideration should also be given to utilizing available space for use as intersession classrooms as the typical summer school offering of classes will no longer be available to students at a year-round school.

Impact of Year-Round Calendars on Student Achievement

Simply stated, the research on year-round schooling and its impact on student achievement are inconclusive. While some studies find a slight improvement in achievement for students attending year-round schools, an equal number of studies find no impact on student achievement at this type of school. There is research, however, that suggests that achievement scores of low income students can be increased through use of a combination of year-round calendaring and intersession classes, which in effect increase the length of the school year for these students. Intersession classes also have the advantage in that they are offered more frequently, in sequence with the school year, and are timelier with their academic intervention when compared to traditional summer school remediation.

III. Implications

A. Budget:

Research on Year-Round Savings and Costs

Year-round, multi-track school calendars can be used to avoid the cost of constructing, equipping, and staffing a new school if needed, or serve as a remedy for over-crowded schools. In addition, as reported by the California Department of Education, additional financial savings may accrue to districts operating year-round schools through reductions in the absenteeism rates of both students and staff. The added costs of year-round calendars largely accrue via expanded office and administrative contracts, increased utilities, maintenance, and student transportation.

The California Department of Education also reports that savings begin to outweigh costs when student enrollment at a year-round school reaches and exceeds roughly 120% of capacity. Finally, year-round building calendars can postpone or eliminate additional tax levy for new building construction.

B. Strategic Plan:

The charge of the committee came from the strategic plan: "Identify alternative education and innovative program needs and develop a plan to expand alternative programs and educational options."

Focus:

Students	- Reach highest potential
Curriculum	- Improve academic outcomes
Staff	- Continuous staff development
Resource/Capacity	- Rigorously evaluate programs
Organization/Systems	- Unify & strengthen schools, programs, departments, & services

C. Equity Plan:

Committee members reviewed the recommendations of the Equity Plan to help inform decision-making relevant to the charge of the committee.

D. Implications for other aspects of the organization:

In addition to the above information, the following pros and cons of year-round calendars are provided. These additions are not intended to be an exhaustive list. From a Pro perspective, year-round calendars provide multiple vacation options for families and staff. In addition, year-round multi-track calendars offer teachers opportunities for salary enhancements through work as substitutes while off track and/or intersession employment during which they may be working with many of their own students. However, when operating at capacity, multi-track year-round schedules require at least two classroom changes per year per teacher, or, that one track changes classrooms every month for the entire school year. Another Con of year-round calendars is that when operated at capacity, there is an additional need for storage space as off track teachers need a place to store their personal materials. In addition, a year-round calendar means that events such as Open House, parent-teacher conferences, state testing, graduation, etc., will need to be held twice per year as one track is off.

Additionally, it needs to be noted that year-round schooling generates strong feelings, both positive and negative. A 1994 report, "Prisoners of Time," released by the National Education Commission on Time and Learning, argued that a departure from the traditional school calendar could better meet the needs of contemporary society and result in increased student achievement. Groups like the National Association for Year Round Education (NAYRE) push for a movement away from the traditional calendar that they see as rooted in economic, instead of educational, concerns. But other groups, such as Summer Matters, believe just as strongly that the traditional calendar is best. Summer Matters contends that year-round schooling is disruptive to family life, provides little or no academic benefit, and impedes different kinds of learning that children often experience on their summer breaks. Proponents and opponents both point to research to support their respective views. The research, however, is spotty and inconclusive.

IV. Supporting Documentation for the Committee Meetings Included:

A. Committee Correspondence and Rosters:

- Letter of Invitation, Innovative and Alternative Program Committee Meeting, 1/11/11
- Innovative and Alternative Program Committee Charge Statement and Meeting Schedule
- Innovative and Alternative Program Committee Roster (see section IV. H of this report)

B. District Reports & Documents

- BOE Policy for Board Advisory Committees
- MMSD Strategic Plan, 9/21/2009
- Madison Metropolitan School District Strategic Plan Core Elements
- State of the District Report Summary, January 24, 2011
- Annual Equity Report, March 2010
- A Guide to Alternative Programs in the Madison Metropolitan School District, 2010-2011
- MMSD Innovative and Alternative Education Work in Progress and Program Briefs
- Recommendations and Costs: Literacy Advisory Committee, 2011, pp 129-140
- Implementation Plan for Dual Language Immersion and Bilingual Programming in MMSD
- Wright MS (MMSD) charter description.
- Nuestro Mundo charter description
- Contract for the Nuestro Mundo Community School – An Agreement Between The School Board of the Madison Metropolitan School District and Nuestro Mundo, Inc, Feb. 9, 2009
- Badger Rock Middle School Charter School Press Release, Dec, 14, 2010
- Social Emotional Learning Standards, <https://tnlweb.madison.k12.wi.us/standards>

C. Research Compilations:

- International Baccalaureate (IB) Programmes: Evidence of their Efficacy, Hanover Research Council Literature Review, 2010 <http://www.hanoverresearch.com>
- Magnet School Administration Best Practices: District Administration Practice, Hanover Research Council Literature Review, 2010 <http://www.hanoverresearch.com>
- Impact of Modified School Calendars Upon Student Achievement, Hanover Research Council Literature Review, 2010 <http://www.hanoverresearch.com>
- Successful Magnet High Schools: Innovations in Education; No Child Left Behind, US Dept of Education, 2001
- Fine Arts, Dual Language, and Core Knowledge Magnets – A Literature Review, Hanover Research Council, 2010 <http://www.hanoverresearch.com>
- HISD Comprehensive Magnet Program Review, Magnet Schools of America, Brooks and Marvin, Final Report January 6, 2011

D. Data Reports:

- Memo to Dan Nerad, Superintendent from Kurt Kiefer, Chief Information Officer, July 9, 2009: Private/Parochial Open Enrollment Leave, Open enrollment Enter, Home Based Parent Surveys (Survey results from parents of students exiting/entering MMSD through open enrollment, home schooling or private school enrollment)
- Habitual Truancy Data for 4 MMSD High Schools, semester 1, 2010-2011 school year
- Alternative Program Enrollments 2009-2010
- 2007-2011 MMSD Open Enrollment to Virtual Schools

E. Other Miscellaneous and Relevant Documents

- Memo from Don Severson, President, Active Citizens for Education, and member of the Innovative and Alternative Programs Committee

F. Links to referenced web-resources on relevant subject matter

- web-resources for Charter Schools
 - www.uscharterschools.org/pub/uscs_docs/index.htm (national homepage for charter schools – contains step-step-directions, state laws and local policies, definitions, research, other resources necessary for starting a charter school)
 - <http://legis.wisconsin.gov/statutes/Stat0118.pdf> (chapter 118 of WI State Statutes: General School Operations)
 - www.wicharterschools.org Wisconsin Charter Schools Association (WCSA is dedicated to providing leadership, support, and advocacy for charter school programs and initiatives for the state of Wisconsin)
- web-resource for Magnet Schools
 - <http://www.publicschoolreview.com/articles/2> What is a Magnet School?, by Grace Chen, 12/4/2007
- web-site for IB international <http://www.ibo.org/diploma>

G. Meeting Agendas, Minutes and Committee Work Products

Meeting # 1: 1/11/11 - Agenda; Process Slides; Small Group Work (Value, addressing, questions?)

Meeting cancelled due to snow and inclement weather: 2/1/11

Meeting #2: 2/15/11 – Facilitator Agenda; Participant Agenda; Process Slides and Open Enrollment Data, Working Agreements

Meeting #3: 3/15/11 – Facilitator Agenda; Participant Agenda, Process Slides (RtI, Literacy Recommendations); Meeting minutes (clustering innovative ideas by strategic priority

Meeting #4: 4/5/11 – Facilitator Agenda; Participant Agenda; Process Slides; Meeting notes and Committee Development

Meeting #5: 4/26/2011 – Facilitator’s guide; Process Slides; Committee Minutes

Meeting #6: 5/17/2011 – Committee work time: Draft recommendations

Meeting #7: 6/7/2011 – Finalize Recommendations; Draft Reports (Year-Round School Calendar and Magnet Schools that offer specialization)

Meeting #8: 10/6/2011 – Review Report and Management Team Feedback; Provide input for changes to report and recommendations

H. Innovative and Alternative Programs Membership Roster

<i>Name</i>	<i>Title</i>	<i>School</i>
Abplanalp, Susan	Deputy Superintendent	MMSD
Bennett Lori	Special Education Teacher, Shabazz	MMSD
Brien, Nan	Former BOE Member	MMSD
Burkholder, John	Elementary Principal, Leopold	MMSD
Carstensen, Carol	Former BOE Member	MMSD
Covey, Amy	IRT, Falk	MMSD
Davis, Andreal	IRT Cultural Relevance	MMSD
Deloya, Jeannette **Facilitator	School Social Worker	MMSD
DeRoche-Perez, Laura		Urban League of Madison
Domini, Jamie	Teacher	Badger Rock Prairie School
Fellenz, Laurie	Fine Arts Teacher Leader	MMSD
Fox-Blair, Rebecca		
Gorud, Susan **Facilitator	District Facilitator	MMSD
Gothard, Joe	HS Principal, Lafollette	MMSD
Gustafson, Lori	ESL teacher, Lincoln	MMSD
Hallenbeck, Marge	Retired Admin of At risk and Multicultural Services	Janesville Public Schools
Harper, John	Administrator, Educational Services	MMSD
Healy, Theresa	Former Principal Intern	Children's Research Center, Madison
Hodge, Chris	Retired Principal	MMSD
Lepinski, Jocelyn	Teacher, AERO	MMSD
McGilligan Bentin, Maureen	Retired teacher	MMSD
Mietzel, Amy	Art teacher, Cherokee MS	MMSD
Mueller-Owens, Robert	Teacher, Transitional Learning Center	MMSD
Preizler, Marty	Dean, School of Business	Edgewood
Reisdorf, Lesa	Teacher, School Age Parenting program	MMSD
Romero-Jackson, Silvia	Administrator, Educational Services	MMSD
Saurer, Mallory	Teacher, Work and Learn	MMSD
Schultz, Sally * Co-Chair	Administrator, Alternative Programs	MMSD
Severson, Don	Active Citizens for Education	Madison
Trachtenberg, Ron	Murphy and Desmond	Madison
Yoder, Nancy * Co-Chair	Administrator, Student Services and Alternative Programs	MMSD
Zimmerman, Scott	Administrator, Educational Services	MMSD
Christianson, Amy	Administrator, Educational Services	MMSD