



Organizational, operational and financial study. Fall 1971

Madison, Wisconsin: Madison Public Schools, Fall 1971

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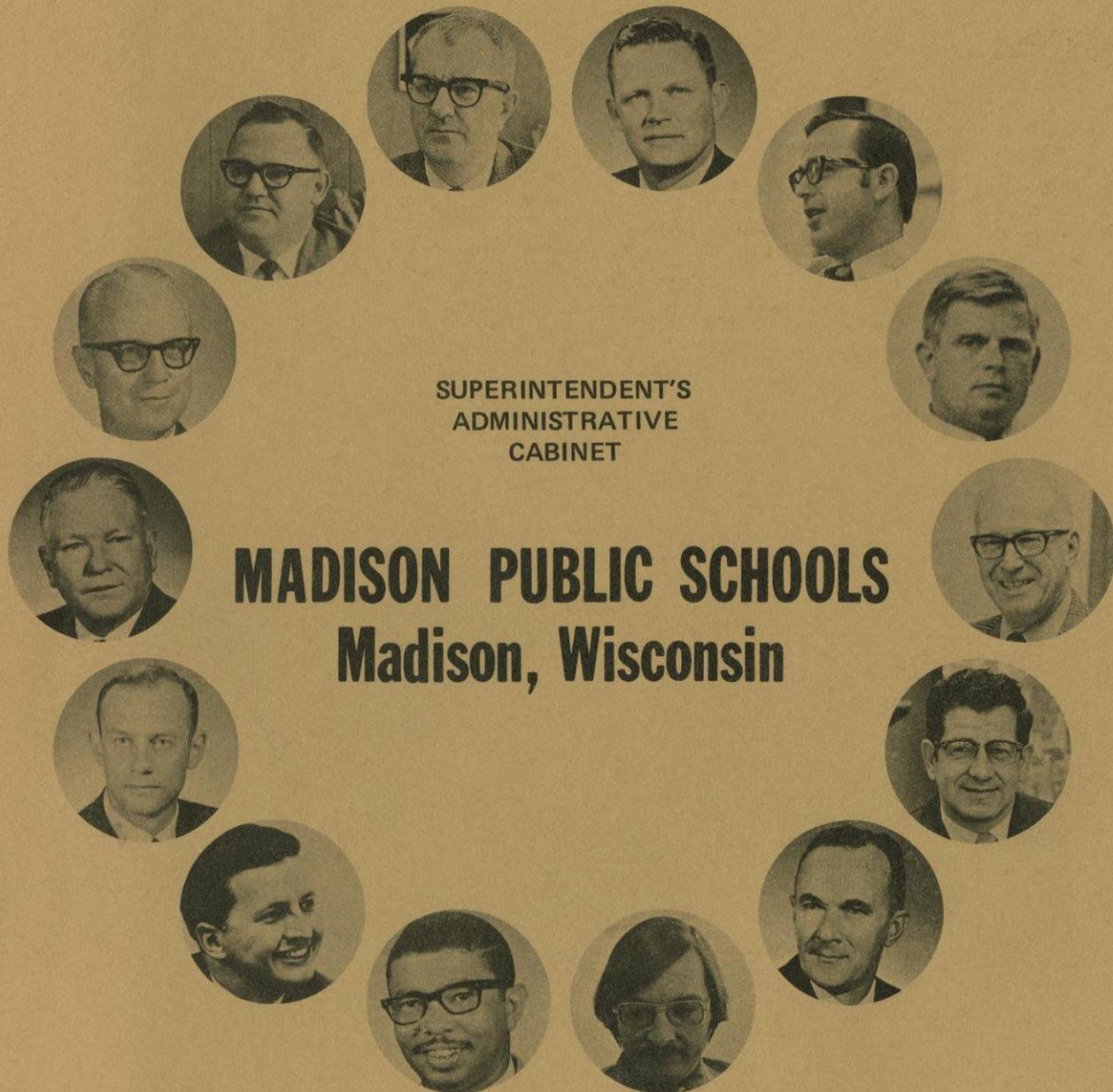
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Organizational, Operational and Financial Study



SUPERINTENDENT'S
ADMINISTRATIVE
CABINET

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Madison Public Schools Madison, Wisconsin

1	ADMINISTRATION	545 W. Dayton St.	23	LAPHAM	1045 E. Dayton St.
2	EAST HIGH	2222 E. Washington Ave.	24	LEOPOLD	2602 Post Rd.
3	LA FOLLETTE HIGH	702 Pfauem Rd.	25	LINCOLN JR.	909 Sequoia Trail
4	MADISON MEMORIAL HIGH	201 S. Gammon Rd.	26	LINDBERGH	4500 Kennedy Rd.
5	WEST HIGH	30 Ash St.	27	LONGFELLOW	201 S. Brooks St.
6	ALLIS	4201 Buckeye Rd.	28	LOWELL	401 Maple Ave.
7	BADGER	155 E. Badger Rd.	29	MARQUETTE	510 S. Thornton Ave.
8	CHEROKEE	4301 Cherokee Dr.	30	MENDOTA	4002 School Rd.
9	CRESTWOOD	5930 Old Sauk Rd.	31	MIDVALE	502 Caromar Dr.
10	DUDGEON	3200 Monroe St.	32	MUIR	6601 Inner Dr.
11	ELVEHJEM	5106 Academy Dr.	33	ODANA	5301 Tokay Blvd.
12	EMERSON	2421 E. Johnson St.	34	ORCHARD RIDGE	5602 Russett Rd.
13	FALK	6323 Woodington Way	35	RANDALL	1802 Regent St.
14	FRANKLIN	305 W. Lakeside St.	36	SANDBURG	4114 Donald Dr.
15	GLENDALE	1201 Tompkins Dr.	37	SCHEK	230 Schenk St.
16	GOMPERS	1402 Wyoming Way	38	SENNETT MIDDLE	502 Pfauem Rd.
17	HAWTHORNE	3344 Concord Ave.	39	SHERMAN	1601 N. Sherman Ave.
18	HOYT	3802 Regent St.	40	SHOREWOOD	1105 Shorewood Blvd.
19	HUEGEL	2601 Prairie Rd.	41	SPRING HARBOR	1110 Spring Harbor Dr.
20	JEFFERSON MIDDLE	101 S. Gammon Rd.	42	STEPHENS	120 S. Rosa Rd.
21	KENNEDY	221 Meadow Lark Dr.	43	THOREAU *	3870 Nakoma Rd.
22	LAKE VIEW	1802 Tennyson Lane	44	VAN HISE	4801 Waukesha St.

*will be completed fall of 1971

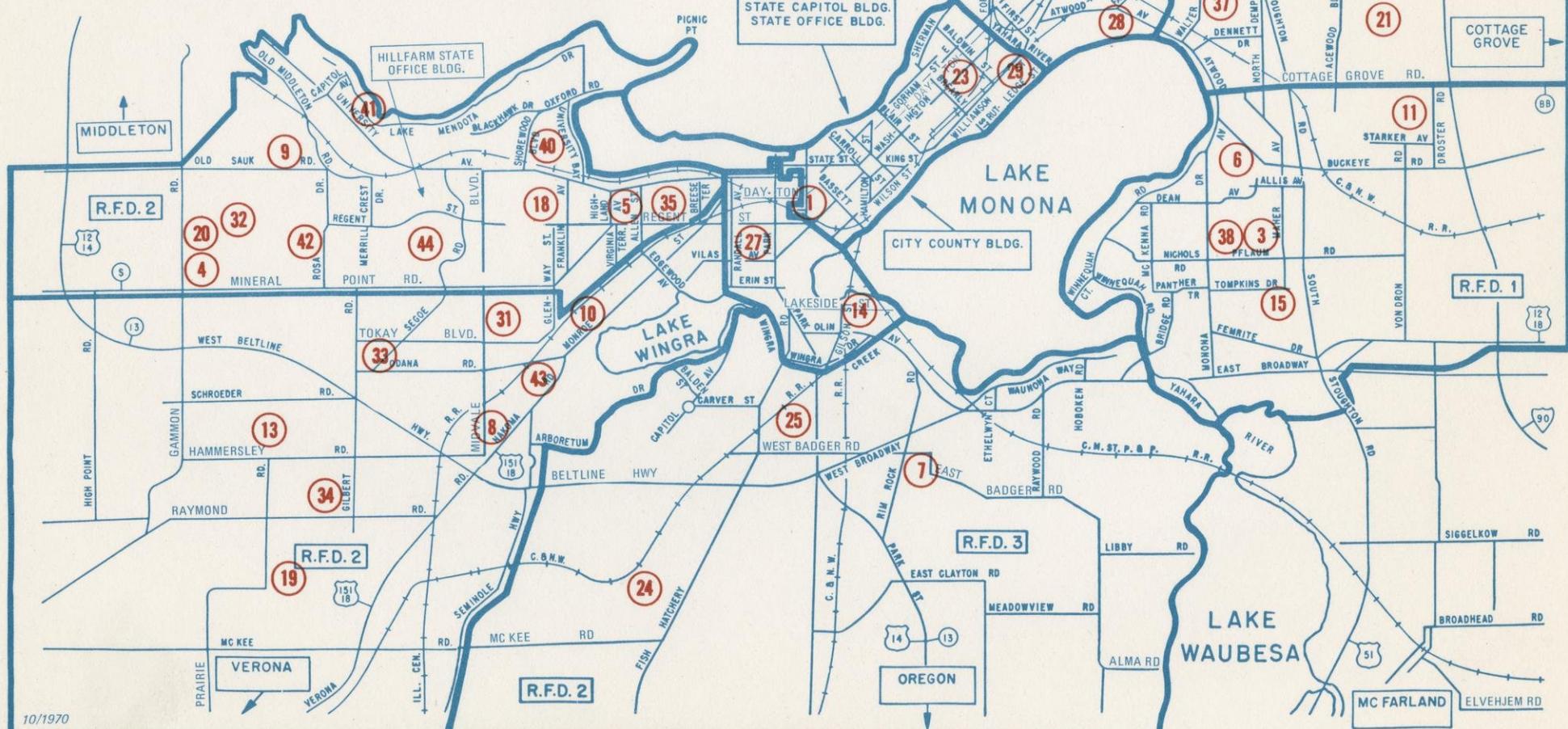


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INTRODUCTION

Since 1964-65 when the League of Women Voters of Madison studied the organization, administration, and financing of the Madison Public Schools, extensive changes have occurred and numerous others are contemplated. While these changes may be hard to keep up with and understand, it is imperative that citizens of School District No. 8 remain abreast of recent developments for economic and educational reasons. School District No. 8 spends 55.4%* of all the property taxes collected in the City of Madison. With a budget of almost 38 million, 33,577 pupils are educated, 1699 teachers are employed, and 47 buildings are maintained. Probably of greater concern is whether the numerous changes have improved the quality of education available to the young people of this area.

The primary purpose of this report is to provide up to date information about the organization, administration, and financing of School District No. 8 with the hope that it will provide a useful guide for any citizen who desires to better understand how our educational system operates. This publication does not deal with the school curriculum but it is hoped that this and other school related concerns will be studied further.

* See "Distribution of Property Tax Dollar" p.20

THE SCHOOL DISTRICT

Joint District No. 8, established in 1962 during the last statewide redistricting effort, is composed of the City of Madison, the Villages of Maple Bluff and Shorewood Hills, and the Towns of Blooming Grove, Madison, Fitchburg, and Burke, an area of 62 square miles. Measured by number of pupils it is the second largest of 344 school districts in the state. Presently, Madison Joint District No. 8 is surrounded by eight independent school districts, each servicing incorporated municipalities. The operation of this district is governed by the Wisconsin Constitution and by numerous state statutes*.

In 1964 the Legislature created Cooperative Educational Service Agencies (CESA) to provide special services such as data processing and psychological testing to local districts requesting them. In 1965 District No. 8 became part of CESA Agency No. 15 which includes most of Dane and Green counties.

The Wisconsin Department of Public Instruction (DPI) is the state agency charged with public education through the high school level. It is responsible for teacher certification, school aids standards, special education aids, consolidation of school districts, and general enforcement of state statutory requirements pertaining to school districts. Heading the Department is a State Superintendent of Public Instruction elected in an April non-partisan election for a 4-year term.

The state aids program for schools is the most important connection between the state and the local school district. Qualification for state aids requires that the local district must file annual reports with the State Department of Public Instruction.

*See Wisconsin Constitution and State Statutes, particularly Statutes 39-43

THE MADISON BOARD OF EDUCATION

The local Board of Education is made up of seven members elected at large for three year terms in the nonpartisan April Election. The terms are staggered so that two or three Board members are chosen each year. In case of a vacancy the mayor, with approval of the Common Council, appoints a new member to fill the unexpired term. Any qualified voter living in Joint School District #8 may run for the School Board.* To become a candidate he must circulate nomination papers and collect 200 signatures.

Student Members of the Board

In addition to the seven elected members, a recent policy has been adopted allowing for two non-voting high school student representatives on the Madison Board of Education. They have one-year terms and are elected by Madison High School students in the spring. Duties of the non-voting student representatives are:

1. to attend all general meetings and committee meetings
2. to participate in the discussions on behalf of the student body
3. to keep in contact with the student body by writing for the school newspaper and going to each school regularly
4. to register his or her vote before the Board of Education votes, realizing that this is only a statement of opinion, not an official vote.

Madison is one of a few school districts in the nation which has student Board members. A number of school districts have "mock" student school boards, but they are separated from the deliberations of the adult board.

1971 School Board Members and their terms are:

<u>Members</u>	<u>First Elected</u>	<u>Present Term Expires</u>
Ruth Doyle (Mrs. James); President	1964	1973
Albert McGinnis; Vice-President	1965	1974
Herbert Marcus; Treasurer	1966**	1973
Eugene Calhoun	1969	1972
Robert DeZonia	1968	1974
Douglas Onsager	1969	1972
Keith Yelinek	1968	1974
Charlene Pinckney; Student Representative	1971	1972
Josh Roberts; Student Representative	1971	1972

Organization

The Board of Education elects from its members a president, a vice-president and a treasurer of the revolving fund (scholarship donations, memorial funds and other gifts) at the first meeting in July of each year. Secretarial services for the Board are currently provided by the Director of Business Services, Central

*A recent Attorney General's opinion clarifies that a "qualified" voter now includes the 18-21 year age group.

**Appointed by the Mayor in 1966; first elected in 1967.

Administration. Board members do not receive salaries or meeting allowances as do other locally-elected officials, e.g. Common Council or County Board members.

Standing Committees

The president, with the approval of the entire Board, appoints at least three members to each of the three standing committees. The president serves as an ex-officio member of all standing committees. As a general rule, most of the activities of the Board are conducted by the entire body. Each member attempts to be conversant with all aspects of the schools' operation. Certain problems may, however, require study in depth with subsequent recommendations from the committee aided by the Superintendent of Schools and his staff. The committee is thus prepared to recommend a course of action to the entire board. At times the president may appoint all Board members to serve on each committee.

The standing committees and their areas of responsibility are:

- 1) Education: All Educational and recreational programs and provisions relating to them; personnel policies.
- 2) Finance: All fiscal policies; budget development; transportation; school lunch; audit reviews; purchasing; accounting and financial reporting procedures; professional salary programs.
- 3) Buildings and grounds: Planning and construction of facilities and evaluation of their continued effectiveness; site procurement; maintenance and capital improvements in existing schools; maintenance and custodial standards; building use policies.

These committees function under two conditions:

- 1) At the direction of the Board of Education; and/or
- 2) At the request of the Superintendent of Schools.

Temporary Committees

In addition to standing committees, the president may appoint, as needed, citizen-staff advisory committees whose composition is determined by the Board of Education. All appointments made by the president must be approved by the Board. At present there are 19 citizen advisory committees, as listed below:

Name of Committee	Responsible to
Agricultural Related Advisory Committee	Dr. Carmelo V. Sapone, Director of Curriculum
Auto Mechanics Advisory Committee	Dr. Sapone
Aviation Advisory Committee	Dr. Sapone
Office Education Programs Advisory Committee	Dr. Sapone
Commercial Art Advisory Committee	Dr. Sapone
Construction (Building Trades) Advisory Committee	Dr. Sapone
Distributive Education Advisory Committee	Dr. Sapone
Drafting Advisory Committee	Dr. Sapone
Electronics Advisory Committee	Dr. Sapone

Graphic Arts Advisory Committee	Dr. Sapone
Consumer/Homemaking Advisory Committee	Dr. Sapone
Family Life Education Advisory Committee	Dr. Sapone
Home Economics Related Occupations	
Advisory Committee	Dr. Sapone
Metals and Manufacturing Advisory Committee	Dr. Sapone
Protective Services Advisory Committee	Dr. Sapone
Health Occupations Advisory Committee	Dr. Sapone
Parent-Curriculum Advisory Committee	Dr. Sapone
Human Relations Advisory Council	Dr. Douglas Ritchie, Supt. of Schools
Special Education Advisory Committee	Dr. Jean B. McGrew, Ass't. Supt. of Schools

Meetings

Board meetings are held on the first and third Mondays of each month at the School Administration Building, 545 West Dayton Street and are open to the public. Following the regular meeting, the Board meets in closed Executive Session to consider site acquisitions, personnel, legal proceedings, and/or negotiations. With the addition of a public appearance portion as the second item on each Board meeting agenda, the Board has been increasingly responsive to public involvement.

In addition to regular meetings, the secretary of the Board may issue a call for special meetings of the Board of Education upon request from the president or any three members of the Board.

Agenda for these meetings are available two or three days in advance, and Madison newspapers frequently carry stories on items of broad public interest which will be discussed. Both papers, as well as some local radio and television stations, give considerable coverage to Board meetings; in addition, Wisconsin statutes require that "the proceedings of city school boards . . . including a statement of all receipts and expenditures, shall be printed and published within 45 days in a newspaper printed in the city."

Power and Duties

The Board of Education derives its power from state statutes, both granted and implied. As representatives of citizens of the Madison school district, the Board performs the following four functions:

- 1) determines over-all objectives
- 2) establishes major policies
- 3) evaluates progress and performance
- 4) provides leadership which will promote community interest and support of policies and programs

Generally, the Board formulates policies that reflect the best thinking of the Board and the Superintendent. These policies

provide broad guidelines within which the administration can function. The superintendent, through the Superintendent's Administrative Cabinet, determine the best possible procedures for carrying out the policy.

Adoption of a policy or amendment to an existing policy requires presentation to the Board at one meeting with final action at a subsequent meeting at least two weeks later. Any exception to this procedure requires a two-thirds vote of the Board.

Available in the Office of Public Information is a copy of the Board of Education's looseleaf policy book entitled Policies and Procedures. The book deals specifically with the policies and duties of the Board. It also contains all by-laws of the Board and revisions since 1968. For example, three regulatory by-laws are:

- 1) No relative or spouse or member of the family or spouse of a Board of Education member within the bounds of consanguinity which extends to first cousin, shall be employed on the staff of the Board of Education for full-time employment during the academic year.
- 2) The Board of Education assumes no liability for injuries to pupils or others in a school building, on a playground, or on athletic field premises during regular classroom sessions, gymnasium classes, field trips, or athletic contests.
- 3) A member of the Board of Education may appear as its representative before a legislative hearing or government body upon approval of the president of the Board of Education.

Fiscal Powers

The Madison Board of Education does not have the power to levy taxes or incur debt. The Board, with assistance from the Superintendent and the staff, must estimate the needs for current and capital funds, prepare a budget, and submit it for approval to the Joint Fiscal Control Group consisting of the Common Council of the City of Madison, presidents of the Villages of Maple Bluff and Shorewood Hills, and chairmen of the Towns of Blooming Grove, Burke, Fitchburg, and Madison. Town chairmen, villages presidents, and members of the Common Council have one vote for each \$200,000 of equalized valuation of the district which is in their municipality. In the case of Council members the amount of equalized valuation per alderman is determined by dividing the total equalized valuation of the city within the school district by the number of aldermen. (In effect, the Madison Common Council represents 93 percent of the vote.) The Joint Fiscal Control Group levies all taxes for school purposes and authorizes bond issues for raising capital funds (for building purposes). However, the Board of Education has complete control over the actual expenditure of money. If the budget is cut, the Board decides which specific items are to be eliminated or altered.

Although there is no statutory requirement for a referendum on a school bond issue, it can occur by direction of the Council or on petition of electors. It has long been traditional for Madison to hold a referendum on school bond issues. Since 1963 state statutes permit cities to issue bonds for school purposes up to 10 percent of the equalized valuation of the property of the city and the territory attached for school purposes. In addition, the city is able to borrow for municipal purposes other than schools, an amount not to exceed 5 percent of the equalized valuation of the taxable property in the city.

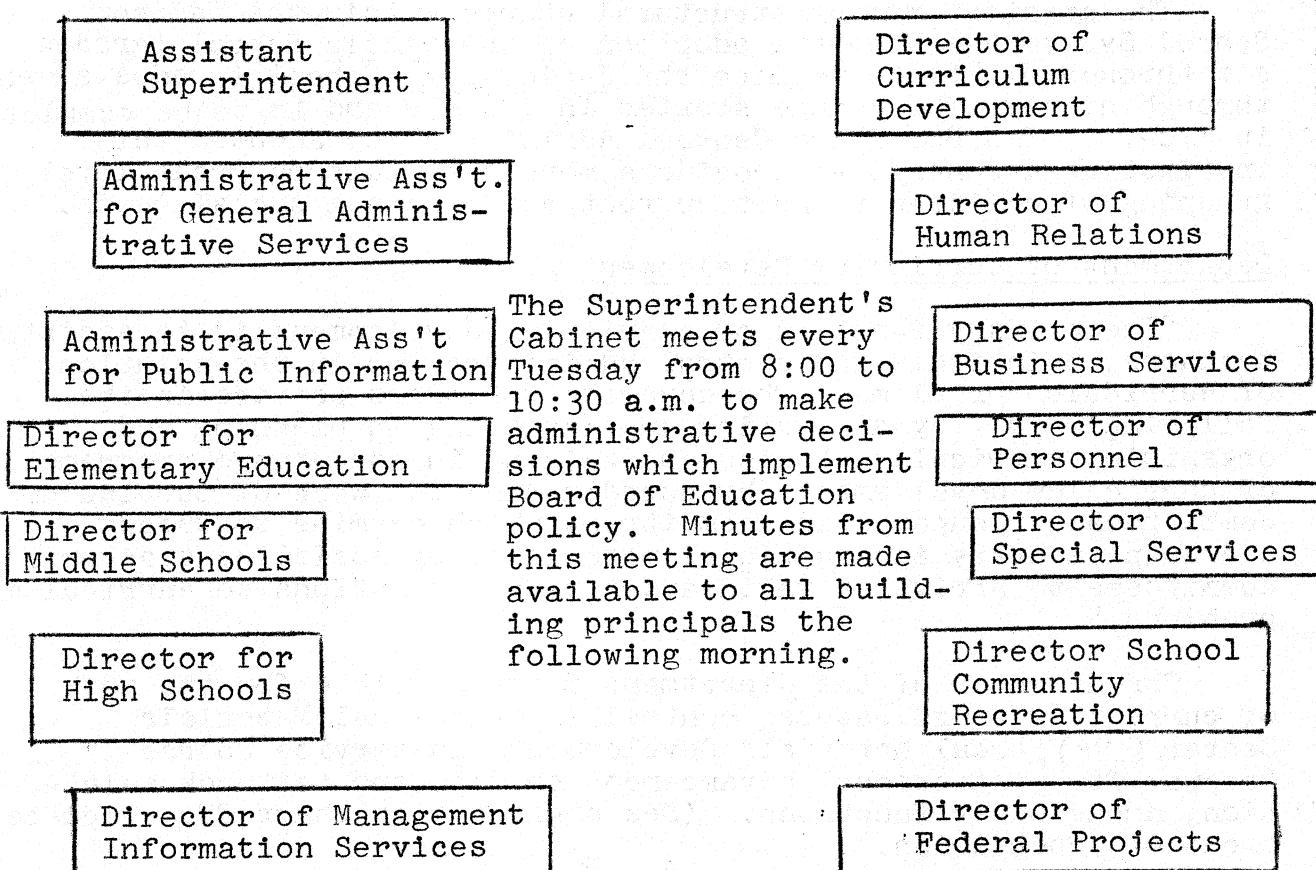
CENTRAL ADMINISTRATION

The chief administrator of the Madison Public Schools is the Superintendent who is recruited and elected by the Board of Education for a three-year term. His salary is approximately \$28,500 per year. He provides leadership and establishes overall priorities for the school district in accordance with the objectives and policies of the Board of Education. Although the Superintendent is responsible for the system as a whole, a large proportion of his time is spent dealing with matters external to the daily functioning of the schools, i.e., legislation concerning Madison schools, relations with community groups, negotiations with teachers' professional groups, personnel policy, budgetary problems, and school construction. He is assisted by the Administrative Assistant for General Administrative Services.

Services

THE SUPERINTENDENT'S ADMINISTRATIVE CABINET

Superintendent



The Superintendent is counseled by his Administrative Cabinet which was recently formed to take the place of two prior groups, the Instructional Council and the Superintendent's Cabinet. The function of this new cabinet is to aid the Superin-

tendent in making general decisions and giving him the broadest possible spectrum of opinion from all administrative areas. Its function is advisory.

School Administration

The Assistant Superintendent is basically responsible for the internal management of the school system including all details of routine operation plus facilitation and evaluation of school programs. He supervises and coordinates the efforts of the Director of Elementary Schools, the Director of Middle Schools, and the Director of High Schools. These Directors in turn supervise the Principals within their jurisdiction. Each high school has four Assistant Principals who supervise instruction at the four grade levels. Each middle school, however, has two Learning Coordinators who supervise and coordinate teaching in specified areas. Although they do not teach, they work closely with teachers and are considered by the Administration to belong to the teaching rather than the administrative sphere. Local spokesmen of a teachers' organization (MTI) are of the opposite opinion. The Central Administration is presently considering the replacement of high school Departmental Chairmen (who have some released time) with Learning Coordinators.

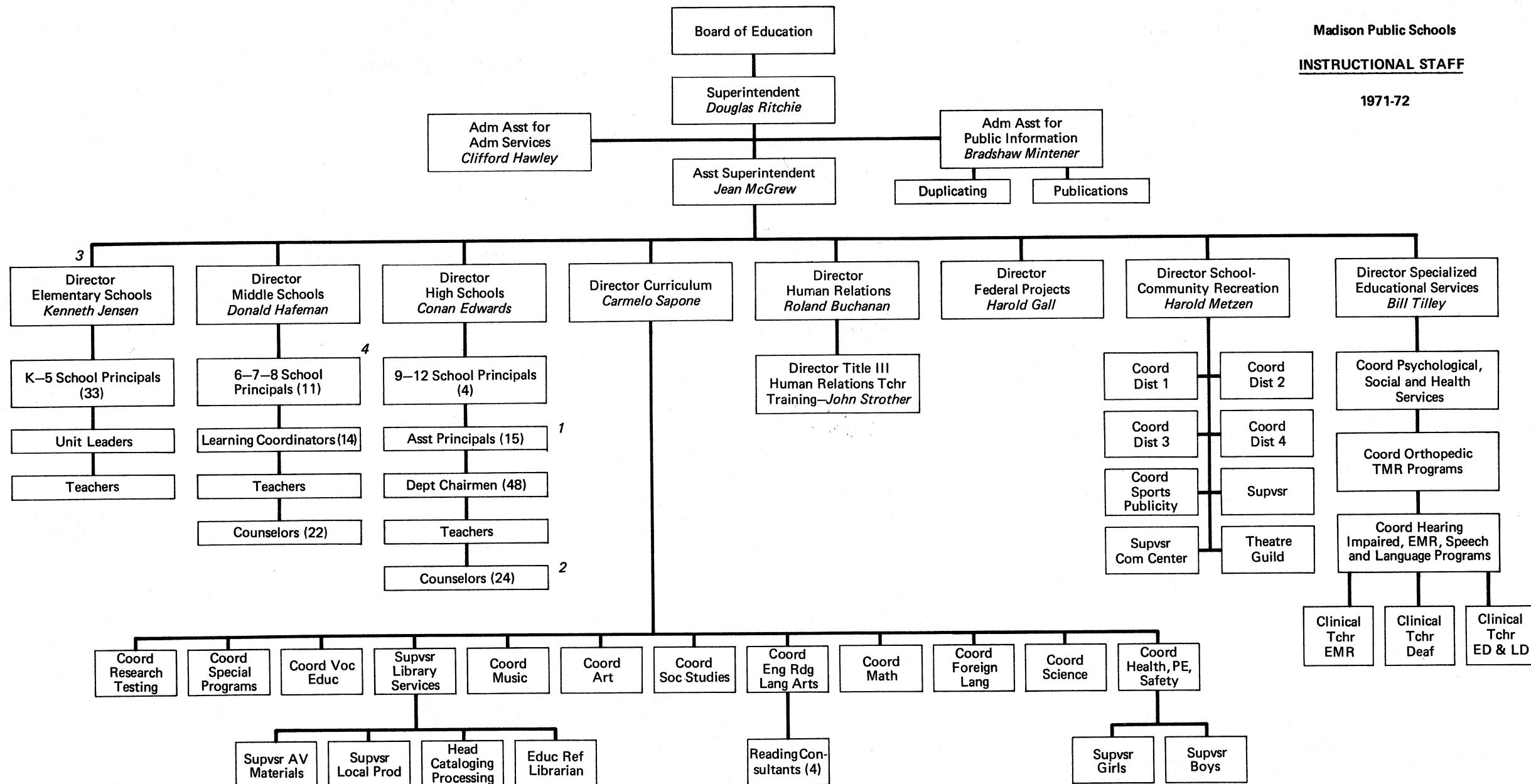
The greatest recent structural change within the Madison School System has been the adoption of the Middle School (grades six through eight) to replace the Junior High School (grades seven through nine). The change started in 1969-70 and is to be completed in '72-73. The Board and Central Administration adopted this institutional concept to provide a more satisfactory grade level grouping of children to meet current academic and social needs.

Department of Curriculum Development

"The primary function of curriculum development is to assist teachers, principals and central administration in the solution of curriculum problems. The department renders service in the following ways: by suggesting and assisting in planning and organizing curriculum studies, by guiding in long-range programs of curriculum development, by coordinating the work of curriculum committees, by supervising committees which examine textbooks and supplementary instructional materials, by assisting teacher committees to arrive at valid and workable solutions to curriculum problems."

The director of the department is responsible for the work of curriculum coordinators, central Instructional Materials Center (IMC), Local Materials Development, In-service Course Program for professional advancement credit, and textbook selection, among other functions. (See organization chart for complete areas of supervision.)

An extensive study, The School Program, made by the League of Women Voters, in the Spring 1966, covers the immense detail of the program and organization of this department. However, several new areas of work should be mentioned:



¹ There will be 16 assistant principals when East becomes a four year high school.

² Four additional local vocational education coordinators (LVEC) located in each of the four high schools.

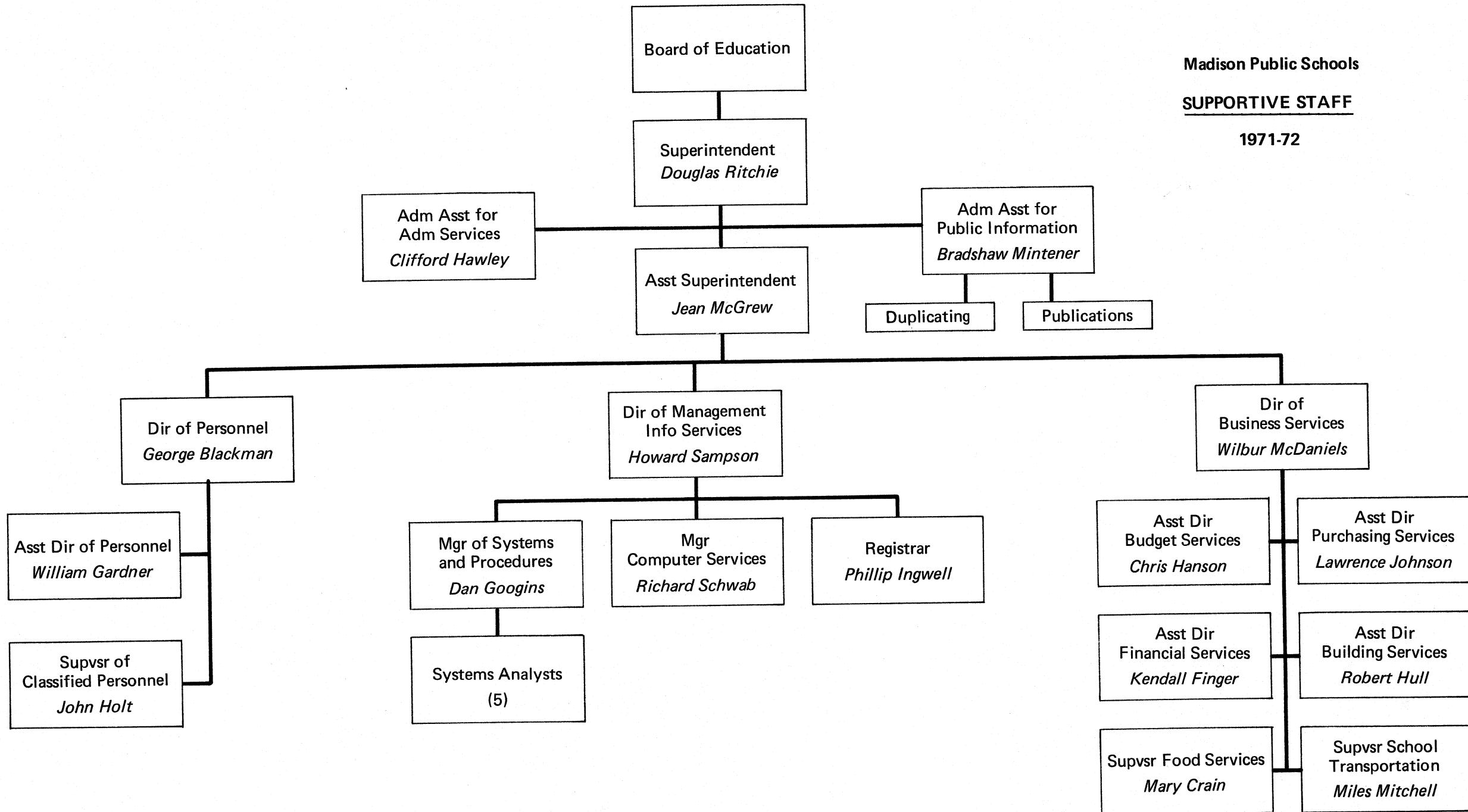
³ The Directors of Elementary, Middle and High School are line directors. All other directors are staff directors.

⁴ There are 7 Middle Schools with grades 6-8 and 4 Middle Schools with grades 7-9.

Madison Public Schools

SUPPORTIVE STAFF

1971-72



Local Materials Development - This division with a coordinator, audiovisual technician (for making video tapes and 16mm. films), photographic technician, half-time graphic artist and half-time recording technician is an outgrowth of a Title 3 Federal Grant beginning in 1966 to develop "new ideas" for presenting information which children need to know about the community; i.e., "Local Materials." Federal funding was completed after three years, and the Madison Public Schools assumed funding in July, 1970. Teachers in the classroom are the usual source of requests for material development. Curriculum coordinators assign priority, and tailor needs to what is known to be already available from commercial sources. A list of study sets currently available can be obtained from the central IMC or from the Local Materials coordinator.

Parent-Curriculum Advisory Committee - Is chaired by the Director of Curriculum Development. Principals of each school appoint representative parents (usually three from each school) to meet the third Thursday of each month at various locations for a planned program and discussion on a topic of current interest. These meetings have served the purpose of stimulating communication between parents and the administrative staff of the school system. Started in 1970, this committee is one of a number serving the curriculum department. Others deal with specific curriculum changes or new program planning and textbook determination. The Nucleus Testing Committee works with the Research and Testing Coordinator in a continuing study of and recommendations for Madison's program of testing and evaluation.

Summer Curricular Projects - Special research and development-type projects are funded during the summer on application to, and approval of, the Curriculum Development Department. Sixteen such projects were accepted for the summer of 1971 at a total cost of \$48,069 (see appendix for complete list).

MIRI - Is a new Federal Grant Project to offer summer courses to selected teachers (who will be compensated) to improve teacher competency. The Curriculum Department will share 25% of the cost for this three-year project.

Further information on the current work of the Curriculum Development Department is available in the Planned Program Budget System report issued by that office.

Department of Human Relations

The basic purpose of human relations and intergroup education in the Madison Public Schools is to develop the pupils' understanding, attitude and behavior toward the practice of friendly and democratic human relationships with all persons. Initial efforts of staff have focused on working with attitudes of all school personnel.

Current staff in the Department of Human Relations includes a Director and a Consultant. Two new staff appointments have been requested, but approval of the 1972-73 Budget has not yet been

completed.

A Project Coordinator for a Federal Title III project, Human Relations Teacher Training, has been employed and will work in cooperation with the Human Relations staff for the duration of the three-year grant.

A slide library of 694 slides and a set of 40-minute video tapes on African life were gathered over a two-year period and are now available to be checked out.

School-Community Relations talks and presentations have been given by the Human Relations Director and his staff to numerous civic groups in the Madison area.

Department of Federal Projects

The Director of Federal Projects, controls a number of federal programs which are in turn implemented by the appropriate administrative departments.

Titles I and II of the Elementary and Secondary Education Act deal with disadvantaged pupils and the purchase of library materials respectively. Under Title III there are two projects, an in-service training model to equip English teachers to effect curriculum change, and an in-service program in intergroup relations to train and sensitize teachers to minority problems. Another project made possible by the Education Professional Development Act (EPDA) trains teacher-aids to work with children in an individualized and developmental reading program.

Federal aids for vocational training, bus transportation, food and handicapped children are handled by the appropriate administrative departments.

Division of Business Services

This division is responsible for business management. It includes the following service departments:

Purchasing - Including food, textbooks and all other needs.

Budget - Accumulates and organizes budget information for Superintendent and Board of Education, and prepares the final budget for the Joint Fiscal Control Group.

Financial - Accounting, payroll, business records

Building Services - Maintenance, custodial and new construction.

Transportation - The number of regular pupils qualify for transportation in 1971-72 totals 3124* to 38 different schools.

It costs about \$83.41 per pupil per year to transport regular students.

Food Services - All middle, junior and senior high schools have food service. Of the 33 elementary schools, 15 have food service and 18 do not. A study is now under way to determine the feasibility of extending food service to all elementary schools.

*2420 public school pupils

704 private school pupils

Available Federal grants encourage this added service. Lunches are prepared in five base kitchens and three individual kitchens. Twenty schools are fed from base kitchens in "satellite" operation. General Services - Insurance through outside carriers, self-insurance; contact with city agencies, State Department of Public Instruction, Teacher Retirement System, Industrial Commission, U.S. Office of Education contacts.

Department of Personnel

At the head of this department is the Director of Personnel with one Assistant Director, and a Supervisor of Classified Personnel. According to the Board of Education's Policies and Procedures, "All personnel, certificated and civil service, will be appointed by the Board of Education only upon recommendation of the Superintendent of Schools. All factors being equal, Madison staff members should be given preference for positions they may have applied for." The following procedure is observed to carry out Board policy:

1. The personnel office, in consultation with the Superintendent and his staff, prepares specifications for each position opening.
2. These specifications are circulated in the Madison system and to many placement agencies.
3. Applications of interested persons are collected and evaluated critically by a selection committee composed of staff members and the Superintendent.
4. Educational background and training, practical experience, opinions of former employers and others in a position to know the applicant are carefully reviewed by the Superintendent and his staff.
5. Those candidates who appear to merit further consideration are then invited for a personal, structured interview conducted by members of the selection committee.
6. The Superintendent interviews each candidate after the selection committee has completed its interview.
7. The recommendation of the staff to the Board of Education is determined by the joint judgments of the members of the selection committee and the superintendent.

In 1964-65 a training program was instituted for teaching personnel interested in becoming school administrators. The program has been temporarily discontinued because there are currently too many trainees for the limited number of positions available.

Management by Objectives Contracts

A management by Objectives Contract is a unique contractual agreement between two specified parties concerning courses of action and/or specific objectives to be accomplished during the year. For details and a sample contract see the Appendix pp. iv.

This type of contract was tentatively initiated in 1970-71

and is fully operative in 1971-72 for all administrators other than the Superintendent who deals directly with the School Board. The Assistant Superintendent makes these contracts (MBO) with the members of the Superintendent's Administrative Cabinet, who in turn contract with those they directly supervise. Salaries will likewise be negotiated between the two parties, thus eliminating the administrative salary schedule used in the past. This contract form may become system-wide in the future, and include teaching staff.

The Division of Management Information Services

Automated Data Processing was instituted in the Madison Public Schools in the fall of 1962, when the laborious task of hand tabulating the annual school census was converted to a punch card system.

Data processing was formerly a unit of the Business Services Division with basic unit record equipment. From 1962-66, automation moved from the census project into school enrollment, payroll, budgetary accounting, class scheduling in the junior high schools and grade reporting for senior high schools.

Due to increasing complexity of the school system and demands for data processing, a separate Division of Management Information Services was created in August, 1966. During the 1966-67 school year, all existing unit record operations were converted to the new computer system.

A new and larger computer was purchased in 1970. Honeywell Information Systems, Inc. was selected to supply a "third generation" computer configuration, during August, 1971 after six months of computer program conversion, the HIS 1015 was installed.

Since its inception with a staff of three in the Business Services Division, Data Processing has grown to a separate division with its own director and a staff of 18.

Organization of the Division of Management Information Services

The Division of Management Information Services (MIS) consists of three departments: (1) Systems and Procedures, (2) Programming, and (3) Operations.

The systems and procedures department analyzes problem situations, develops and designs solutions and insures implementation.

The programming department translates the problem solution developed by the systems and procedures department into a computer compatible format. A computer program is a set of instructions which directs the computer to perform in a specified manner. The number of computer programs required for a problem solution depends on the complexity and magnitude of the problem.

After program development and successful implementation of the problem solution, the system (programs required) is turned over to the operations department for production. The system is scheduled either on a regular basis or on a request basis as needed. The operations department is responsible for the computer and related equipment, scheduling the use of the equipment and continuing evaluation and review of the equipment performance.

LEARN (Local Educational Automated Reporting Network) a program created in 1969, breaks the reporting systems into nine major areas: Financial, Library (book ordering and printing of catalog cards), Payroll and Personnel, Physical Facilities, Pupil Accounting, Purchasing, Instructional Applications, Educational Research and Administrative. (For detailed description of the work being done in each of these areas, see the LEARN Program Report, an annual publication of MIS.)

Committees for Coordination and Implementation of New Projects

Several committees have been established to plan for the use of the computer in the school system:

1. The MIS coordinating Committee - is chaired by the Assistant Superintendent of Schools and includes all directors. The committee meets monthly at the request of MIS. Most recommendations to this committee originate in the three working subcommittees: (1) Elementary School Data Processing Committee, (2) Middle School Data Processing Committee, and (3) High School Data Processing Committee. The chairman of each subcommittee serves as an ex-officio member of the MIS Coordinating Committee.
2. The Computer Applications Committee - is so-chaired by the Director of MIS and a representative of the Curriculum Department, with its membership composed of professional staff from each educational level. This recently formed committee is to "develop a planned approach to introduce the computer into the instructional process of the schools." A preliminary report is due by January of 1972 with a final report at the end of the 1971-72 school year.
3. The Research Committee is chaired by the Director of Curriculum and was established during the 1970-71 school year. An outgrowth of the work of this committee has been the establishment of the position of Research and Testing Coordinator in the Curriculum Department (1971-72).

Department of Public Information

The current stated objective of the Department of Public Information is to develop and maintain intercommunications to foster mutual understanding between the school system and the community.

The department generally falls under the jurisdiction of

the Superintendent. At its' head is the Administrative Assistant for Public Information who currently has one Assistant and a technical staff including a Graphic Artist, a Graphic Art Technician, a Typographic Composer Operator, and two Offset Press Operators. The department dispenses information to the public from the Central Administration, and the Schools through all available communications media. It maintains internal communications between the Superintendent's Administrative Cabinet and the Principals and Department Heads through the weekly publication known as Cabinet Notes; between the Administration and the teaching staff through Staff Notes published every two weeks. The Department's publication for the community is the newspaper, Monitor (soon to be renamed Learning Tree). All news conferences, news releases and sports broadcasts are managed by this department. Its' staff is responsible for all publications (manuals, brochures, directories, printed posters, etc.) used by the schools.

BUDGET AND FINANCE

The Budget-Making Process:

Building Principals' Budgets

Budget preparation is a continual process beginning with teacher requests early in the school year, approximately fourteen months prior to enactment. It is important to remember that although the academic year runs from September to June, the fiscal year is on a calendar basis, January 1 through December 31.

Teacher needs are forwarded to their respective principals where requests are evaluated according to a formula based on cost-per-pupil. (This figure has been calculated by top-line assistants in the Instructional Division, the Superintendent and Assistant Superintendent. The amount is based on information from the past three years, inflationary trends and possible program changes.) The principals' budget includes most operational expenses: instructional supplies and equipment, audio-visual material, office supplies, furniture and IMC material. It does not include library books or textbooks, nor does it reflect staff salaries. (Teacher salaries are negotiated with MTI; additional staff are recommended to the appropriate Director by each principal after enrollment projections have been made.) Special projects and summer programs are also requested through a Director and follow the standard budget procedure.

In addition to operational expenses, each principal's budget includes recommendations for maintenance and improvement of the physical plant made by the Supervisor of Building Maintenance and Operation after inspection of each building. Every principal then meets with his director individually to justify budget items.

Occasionally a new program is financed by a foundation grant or through the University of Wisconsin. The Federal Government, through the National Defense Education Act, supports Titles I, III, V and VI projects. These special projects are negotiated through the Office of Federal, State and Foundation Programs.

Budget Review

In June and July a Superintendent's Budget Review Committee (consisting of the Superintendent, Assistant Superintendent, Director of Business Services and Budget Director) scrutinizes the entire budget submitted by the three Directors and other division heads.* At this point the Budget Review Committee makes preliminary budget cuts or additions to the original departmental requests. The budget is explained in detail with previous changes clearly indicated to the Board of Education in August.

*Since 1967 the City Finance Director or a member of his staff has advised the school administration during preparation of the budget, facilitating the merger of the city and school budgets for final action by the City Council.

Board members may then recommend other changes. With further adjustments the budget in final form is presented to the Board for approval at an official public hearing in September at which any citizen of the school district may speak on a budget item or record an opinion.

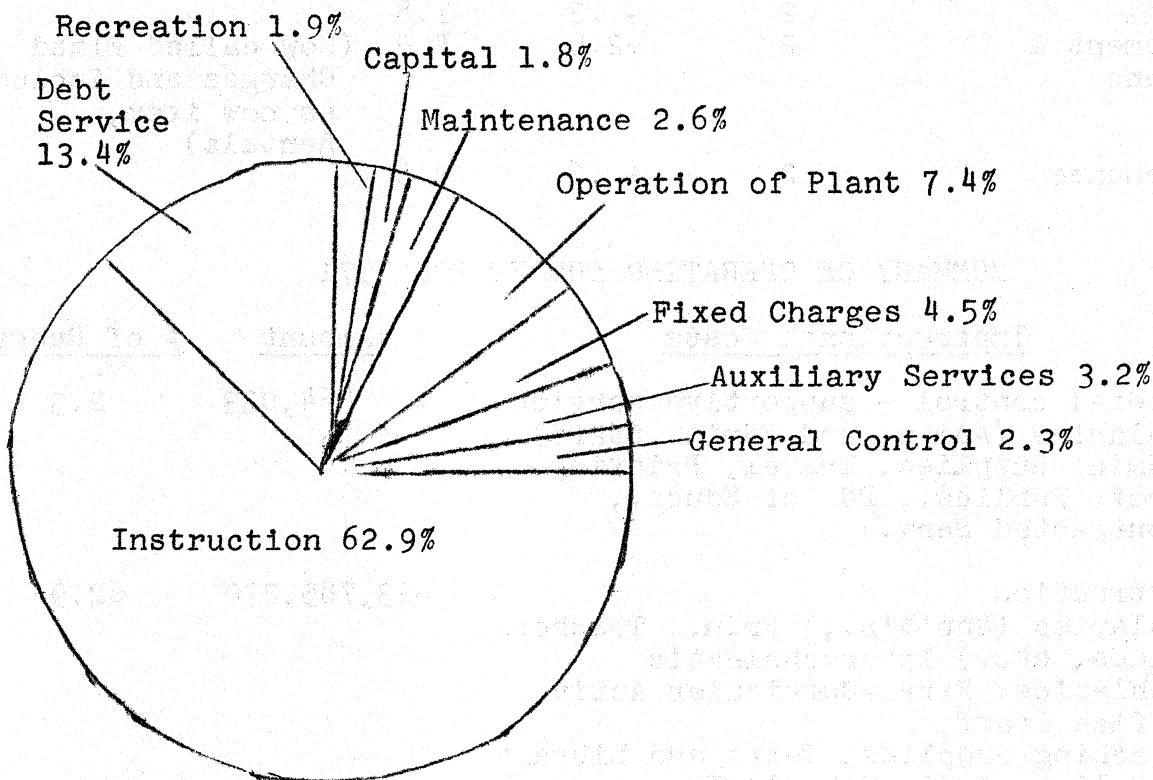
In October copies of the budget are sent to town and village boards within the Madison School District and to the Board of Estimates of the Madison City Council. The Board of Estimates submits recommendations to the Joint Fiscal Control Group* which either accept the budget or recommend cuts in the total school budget. The Board of Education makes the final determination of where specific cuts in the budget will be made, usually upon the recommendation of the Superintendent.

Lately the Fiscal Control Group has made cuts in the school budget, necessitating reduced playground and summer library programs, decreased non-public transportation, postponed maintenance, etc. accompanied by increased fees for supplies and recreation services and increased rent to the Theater Guild. For example, the 1970 budget was reduced by \$522,000 out of a total budget of more than 33 million dollars. Consequently, anticipated improvements in summer educational programs, instructional equipment requests and curriculum developments in several academic areas were deleted from the budget.

The Joint Fiscal Control Group made a further critical decision when it voted to apply the proceeds from the sale of two school buildings to the Operating Budget for 1970, whereas the Board of Education had agreed to reserve the proceeds for the Capital Building Fund. Thus, existing bond money had to be drawn upon earlier than expected and new bonds, at higher interest rates, had to be sold to cover the deficit.

* The Joint Fiscal Control Group is composed of 22 aldermen, two village presidents and chairmen of four townships; their voting power corresponds to the equalized property valuation of the school district.

Operating Budget for 1971 - \$37,822,597*



*Excludes Federal Projects

Comparisons Between the 1964 and 1971 School Budgets by %

Comparable Items in the Budget:	(1964)	(Change)	(1971)
Instruction	58%	+4.9%	62.9%
General Operation or Operation of Plant	10	-2.6	7.4
Debt Service	12	+1.4	13.4
Recreation	2	-.1	1.9
Less-Comparable Items in the Budget:			
Other Instructional Expenses (Many of these items appear under "Instruction" in the 1971 Budget)	6	----	----
Administration and Other			
Administration	2	+.3	2.3 (Now called General Control)

Less-Comparable Items in the Budget:	(1964)	(Change)	(1971)
Auxiliary	4	- .8	3.2
Capital	2	- .2	1.8
Retirement & Insurance	2	+2.5	4.5 (Now called Fixed Charges and includ- es new item, Rentals)
Maintenance	2	+ .6	2.6

SUMMARY OF OPERATING BUDGET FOR 1971

<u>Instructional Costs</u>	<u>Amount</u>	<u>% of Budget</u>
I.General control - supportive services Salaries (Admin. and Admin. Staff) Admin. Supplies, Travel, Printing, Prof. Publica., Bd. of Educa., Contracted Serv.)	\$ 864,033	2.3
II.Instruction Salaries (Sup'v'n.,* Prin., Teachers, Aides, etc.) Interscholastic Athletics, Extra-Curricular Activ., Office Staff, Teaching Supplies, Texts and Library Supplies, Audio-Visual, Travel, In- service and Research	23,785,230	62.9
III.Auxiliary Services Salaries of Matrons & Cooks, Food, Trans. Spec. Ed. Serv. (Rm. & Bd., Trans., Social Wrkrs. salaries, Travel Allow.)	1,215,736	3.2
IV.Fixed Charges Rentals Insurance, Soc. Sec., Retirement	1,714,893	4.5
V.Operation Salaries (Custodial, Warehouse, Cler.) Supplies - custodial Utilities	2,798,177	7.4

*Note: Salaries for Supervision includes salaries for Instructional Directors, Coordinators and Supervisors, although these are considered administrative positions in other sections of this report (e.g., Organization).

<u>Instructional Costs</u>	<u>Amount</u>	<u>% of Budget</u>
VI. Maintenance	998,919	2.6
Salaries (Maint. & Cler.)		
Repairs - vehicle		
Site, Bldgs. & Services		
Furniture & Equipment		
*Instructional Equipment		
VII. Capital	668,159	1.8
Sites, Bldgs. & Serv. Systems,		
Furniture, etc.		
General Equipment		
**Instructional Equipment		
VIII. Recreation, etc.	696,403	1.9
IX. Debt Service	5,081,047	13.4
TOTAL	37,822,597	100.0

Sources of Revenue

In determining the budget there must be an estimate of prospective revenue as well as a review of proposed expenditures. In 1971 the total operating budget for the Madison public school system was \$37,822,597. Most of the money, nearly \$30 million, came from the Madison property tax; more than \$2.6 million came from property taxes from areas in the city school dist. outside of Madison. (Shorewood, Maple Bluff, portions of some townships - Madison, Fitchburg, Blooming Grove and Burke); the remaining \$5.5 million came from state aids, federal sources, interest on bonds, etc. The property tax provided 86% of the revenue needed to operate the school system.

The Property Tax

The property tax is a mill rate which is based upon a percentage (in Madison - approximately 60%) of the assessed valuation of property. The 1970 effective tax rate in the city of Madison (mill rate of 56.83 minus state credit from sales tax of 3.15) was 53.68 mills or \$53.68 per \$1,000 assessed valuation. A taxpayer whose property was assessed at \$18,000 for tax purposes (about 60% of the market value), paid \$966.24 in property taxes in December, 1970 or January, 1971. This figure includes city and county services as well as schools and other educational agencies. More than half of the tax dollar is allocated to public schools.

*Note: Instr. Equip. under Maintenance accounts for \$156,933 of the Maint. Budget, but it is reduced by \$20,000 from Music Instrument fees.

**Note: Instr. Equip. under Capital accounts for almost 1/3 of the Capital Budget, or \$208,032.

Distribution of Property Tax Dollar

Agency	Percent
State	.6
County	13.2
Metropolitan Sewer Dist.	.7
Schools	55.4
Voc. School	3.6
Library	2.0
General City	24.5

The pattern of property taxation throughout the country has been a "hands off" policy on the part of the states, allowing local districts this tax prerogative for the financing of schools and municipal services. Over the years the property tax has provided a fairly consistent percentage of the revenue for Madison schools:

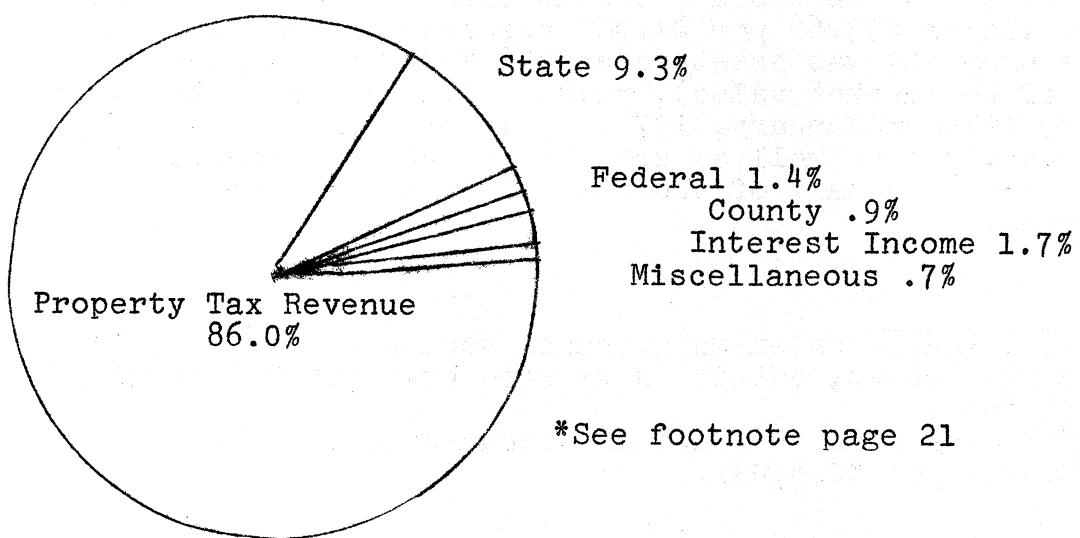
Percent of property tax allocated to Madison school system
1964 85.1%
1968 84.9%
1971 86.0%

When compared with state and national averages, the city school system receives a greater share of the property tax dollar but considerably less in state aids (due to a relatively high property tax valuation), as shown below.

	Madison	Wisconsin	U.S.
Raised through property tax	86%	68%	57%
From State Aids	9.3%	-9%	40%
From Federal Aids	1.4%	3%	3%

At the time of publication of this study public officials in Wisconsin are speculating on the possible repercussions which the recent California Supreme Court ruling - declaring the property tax unconstitutional as a revenue support for public schools - will have in Wisconsin.

1971 School District Revenues*



SUMMARY OF REVENUE SOURCES FOR 1971

Type of Revenue	Amount	Percent
1. Tax Levy - City of Madison	\$29,763,883	79.0)
) 86.0
2. Tax Levy - School District outside Madison	2,637,314	7.0)
3. Application of Surplus	0	0
4. Mobile Home Fees	53,000	.1
5. Other Local Revenues	189,000	.5
6. County Aids	323,400	.9
7. State Aids	3,527,000	9.3
8. Federal Aids	614,000	1.4
9. Tuition for Handicapped	65,000	.2
10. Interest Income	750,000	1.7
11. Sale of Buildings	0	0
	<hr/> <u>37,822,597</u>	

State Aids

At the present time there are two general types of state aids to education available to school districts: equalized and categorical.

Equalized aids. The state's role in financing elementary and secondary education is governed by the school aids formula adopted by the legislature in 1949. Under this formula, the state guarantees a certain level of property tax base for each child attending school. The state says, in effect, that it will assist the local district in meeting the net operating costs of the school district in varying degrees depending on the district's wealth as represented by its equalized property valuation and its local tax effort for current operational expenditures.

The extent of participation by the state depends also on the local district meeting certain requirements relating to curriculum, program, and organizational pattern. These characteristics are used by the State Department of Public Instruction to review the programs of the district to classify it for aid purposes into one of two types of districts:

- (1) a basic aid district - one meeting minimum statutory standards and receiving the lower level of aids (applies to a few areas in which the schools are not integrated into a high school district); or
- (2) an integrated aid district - one meeting higher requirements and receiving a higher level of aid. Currently, 98% of all school districts in Wisconsin are integrated aid districts.

*Excluding Federal Projects which amounted to an additional \$600,000 in 1971. These were projects granted under the National Defense Education Act (NDEA), Titles I, III, V and VI. Depending upon federal guidelines, monies received under Titles V and VI may appear in the regular school budget.

The amount of aid going to a school district in each category is computed on the basis of a complicated statutory formula based on net operating cost of the district, its equalized valuation, number of students, local effort as reflected in the required operating levy rate, and the school district's guaranteed valuation. If local equalized property valuation per resident pupil is less than that guaranteed by statute, the district becomes entitled to equalized aid.

Shown below are the levels of guaranteed valuation for the payment of equalized aids.

Basic Aid District

Guaranteed Valuation
per Student

K - 8 districts	\$24,500
9 - 12 (union high) districts	\$55,000
K - 12 districts	75% of the amount which would be received if district were integrated

Integrated Aid District

K - 8 districts	\$42,000
9 - 12 districts	\$105,000
K - 12 districts	\$43,500

If local property valuation within an integrated aid district exceeds the statutory limitation, that district receives flat aids. Flat aids vary according to the classification of the school district by organizational pattern and by degree of conformity to state standards of curriculum; however, they are not related to either the specific level of financial resources in the district or to the actual educational costs incurred. Since property valuation in the Madison school district for the school year 1970-71 exceeded the minimum per pupil level of \$43,500, the district was entitled to flat aids of \$62 per elementary student and \$80 per high school student.

Categorical aids. The second type of aid available to school districts is categorical aid which is computed by a separate statutory formula. Categorical aids provide financial assistance for transportation, handicapped children, driver education, pupil services and others. Madison public schools received approximately \$1.4 million in categorical aids during the past school year.

SPECIALIZED EDUCATIONAL SERVICES DIVISION

The Division of Specialized Educational Services provides supporting educational services to meet the individual needs of children, teachers, and parents. All services offered are considered a part of a total support system for helping the general educational system better accommodate children with a variety of handicaps. Some of the services provided are teaching services, tutoring, resource teaching services, speech and language therapy, psychological and social work services, in-service training, and consultation services.

Philosophy

The Madison Public Schools believe that every child should have the opportunity for an educational experience appropriate to his capabilities. This philosophy makes it necessary for the schools to develop a variety of program options to accommodate for the diverse needs of a variety of handicapped children. The responsibility of the Specialized Educational Services Division is to aid the total educational system in the development of program and service options designed for the individual child who may have any of a number of handicaps.

Further, it is felt that every child should be served, whenever possible, in such a fashion that will enhance his adjustment and contacts with all children in the school. Every effort is made to reduce the dehumanizing practice of labelling children and separating them from their peer group, even though for some children, the severity of the handicapping condition make this goal difficult.

Service Delivery System

The following is a description of some of the program options and levels of services offered by the Madison Public Schools' Division of Specialized Educational Services:

Level One - Organization for child who needs adjunctive services only, such as special transportation, medication, etc. No modifications in content or procedures of learning opportunities are required. The child is educated in the regular school program.

Level Two - Organization for child who requires some supplementary teaching in the regular classroom. Such a child, given special attention by the regular classroom teacher, may also need some modifications in the materials and methods used in his instruction.

Level Three - Organization for child who requires specialized supplementary teaching such as that provided in integrated programs for the visually handicapped or speech therapy for speech handicapped children enrolled in regular grades. Program includes modifications in content and/or materials and techniques.

Level Four - Organization for child who requires special day class instruction. Class is located in a regular school where child may participate part time incidentally and on a planned basis with regular class pupils. Program includes fundamental modifications in content, materials, and methods of instruction.

Level Five - Organization for child who requires full time instruction and ancillary services in a special day school such as that for multihandicapped or trainable mentally retarded children. Program includes comprehensive and basic modifications in the nature, scope, and sequence of instructional offerings and in supportive services needed.

Level Six - Organization to provide for child who is homebound or hospitalized. Child is unable to attend other organized school programs. Instruction offered may vary in scope and sequence, or in the materials and methods used. This level differs from the others in that the instruction is usually organized to compensate for the circumstances associated with the child's confinement at home or in a hospital.

Specific Programs and Services

This section is a description of programs grouped by category, but it should be emphasized that within each category any or all of the levels of service as described above are utilized as appropriate.

Educable Mentally Retarded

Children with limited intelligence (classified as mildly handicapped) who can profit from an academic school program geared to their needs and level of ability are served in classes for the educable mentally retarded. These classes are operated on an ungraded plan - primary, intermediate, junior and senior high. There are also other educable mentally retarded students who are able to function in the general education Track 4 Program and are granted high school diplomas. Those more definable and having less ability are programmed into the EMR program where considerable emphasis is placed on a practical arts curriculum. The senior high EMR Work Adjustment Program is a cooperative venture between the State Department of Vocational Rehabilitation, the Division for Handicapped Children, and the Madison Public Schools. It provides half-time academic work and half-time supervision of on-the-job training. This Work Adjustment Program serves 17 and 18-year-old students in their terminal year of public schooling.

All Educable Mentally Retarded classes are placed in regular schools where they are accepted as any other group of students. They are integrated in art, music, physical education and library activities whenever possible. More than 320 students are involved in this program in 1971-72 school year.

Trainable Mentally Retarded

The trainable child is moderately handicapped and of school age, but is not capable of learning in classes with Educable Mentally Retarded or regular students. During 1971-72 there were 85 children participating in this public school program of a full-time basis.

The program for the primary classes stresses language development, motor training, social development and readiness academic work.

The intermediate program intensifies the language development and use of language. It stresses the building of motor patterns which a severely retarded child has difficulty acquiring alone. Vocational training is begun at this level by teaching skills such as cooking, cleaning, arts and crafts, custodial and shop skills.

The oldest group of children receive intensive vocational training for preparation of work in a sheltered workshop or work in the community under adult supervision.

All the trainable mentally retarded classes are located in one building, with the exception of a primary class being served at a regular elementary school on an experimental basis.

Behavioral Disabilities

The student who manifests behavioral disabilities often exhibits disruptive behavior within the school environment. Students manifesting behavioral disabilities may be underachievers, totally unresponsive and/or disruptive.

Recognizing that these students would of necessity need to be involved on a very personal basis with a supportive person trained to work with children exhibiting these particular behaviors; programs were developed within the Madison School System.

These classes, located in various elementary, middle and senior high schools throughout the city, employ many different methods and approaches to help each student best meet his total needs. These must be in ways acceptable both to the student and the school.

Many students exhibiting behavioral disabilities require little modification in the regular school program and instructional procedures, while others, for various reasons, move in the opposite direction and require more intense modification in content and instruction. Specialized programs are prescribed requiring differential placement and methods of teaching. Thus a flexible continuum of services design is necessary in order that the student may receive whatever specialized service he needs, whether it be in a selfcontained room, resource room, or retaining affiliation with regular classrooms. Much emphasis is placed on vocational preparation and on the job training. High school credit is given for work experience.

Graduation requirements are presently being modified for each individual, therefore allowing them to graduate with a standard high school diploma.

Pre-School - A Special Program for the Troubled Child and His Family

This program developed in 1966-67 because of the cooperation among several community agencies which were committed to the proper solution of an established community problem, i.e., the lack of an educational program for the young severely disturbed child. It is a part of the public school program with the Children's Treatment Center acting as a consultant. Classes are conducted at Longfellow School.

Basically, this program provides a half-day, specialized pre-school experience for severely disturbed young children. There are two classes, one for three to five year olds and one for slightly older children, each headed by a trained teacher, assisted by teacher aides, student teachers, and community volunteers. Programs are individually determined and are designed to improve the interpersonal and learning capacities of each child.

Parental involvement in the program is required, and is individually determined. Home visits are considered to be an important part of the program. Each child and family is to have a very individualized program depending on the child's and family's needs.

A continuity of services to child and family is facilitated by the interdisciplinary and inter-agency base of the program. A child and his family can move quickly and effectively to the most appropriate community resource. Regular follow-up studies of all children discharged from the program are maintained over several years.

Learning Disabilities

There are a significant number of youngsters in the public schools who while demonstrating normal intellectual ability, demonstrate significant learning disabilities. These disabilities very frequently lie in the areas of expressive and receptive language and also are associated with impairment of perceptual-motor skills.

Madison's learning disabilities program was initiated on an experimental basis during the 1964-65 school year. It was the first of its kind in a public school in the State of Wisconsin and it was evolved through the mutual cooperation of Department of Handicapped Children, University of Wisconsin Department of Behavior Disabilities, and Madison Public Schools. The current learning disabilities programs are located in various elementary schools in the city.

Speech and Language

Speech and language are the basis of communication and learning processes. They are fundamental to all school programs and any youngster handicapped by a speech and/or language impairment is considered educationally handicapped. Speech impairments include disorders of articulation, voice, and stuttering. Language impairments include disorders of structure and/or content of expressive, receptive and written language.

Over 1,000 children attending the Madison Public Schools have speech so faulty that they need special help. It is therefore the goals of the speech and language programs to:

- A. To provide diagnostic evaluation to all children demonstrating speech and/or language impairments.
- B. To provide therapy and clinical services to all children handicapped by speech and/or language impairments.

Hearing Impaired

The program for hearing impaired children consists of eight classes housed at Allis, Glendale and Schenk Middle Schools and in 1971-72 approximately 105 children were involved. Children are admitted to the program following a diagnosis of hearing impairment by an otologist and approval of the Division for Handicapped Children.

A nursery program was developed to provide the very young deaf child speech and language stimulation. The child's parents are an integral part of the nursery program in order to insure maximum carry-over of speech and language training into the home environment.

When children complete fifth grade work or reach a comparable age, they may move to the class for the Deaf at Schenk Middle School where they follow programs keyed to their ability and share the advantages of integration with their peers.

Madison Public Schools also supports a total communication program for the hearing impaired. This program is designed to teach the child signing and finger spelling in conjunction with speech and speech reading. The importance of this program is in using a multi-sensory approach in teaching a symbol system (language) to the hearing impaired child who cannot learn solely through speech reading techniques.

Blind and Visually Handicapped

History has proven that the visually handicapped can be integrated into regular classroom programs with little or no difficulty if provisions are made to help them develop mobility and techniques for assimilating information which permits them to function intellectually and academically like their peers. Individual tutoring which emphasizes training in the use of Braille materials and/or magnification if a youngster possesses residual sight is emphasized. While very young children must

be worked with intensively, older youngsters spend most of their time integrated into regular classrooms and require special educational provisions only on an intinerant basis.

Partially Seeing Resource Services

This program primarily is responsible for the planning of individual programs for participation by the student in the regular classroom.

Orthopedic Services

Physically handicapped children are distinguished by having some physical abnormality which limits them in their interaction with their environment.

No child is admitted to the program without a medical prescription. The following disabilities are represented: neurological or neuromuscular disorders, circulatory problems, dystrophies, myopathies, atrophies, arthritudes, congenital anomalies, orthopedic problems, traumatic conditions, etc.

Special programming, physical and occupational therapy, speech and language therapy and any other ancillary services required are provided on the basis of individual needs and potential. Because of flexibility of programming, physically handicapped children may be found in any program or classroom within the school system as well as in the self-contained orthopedic classes. The orthopedic classes are conducted at Lapham School and in 1971-72 included 55 children.

Children whose educational programs indicate they may be able to function in regular school programs have part of a day integrated into such classes located in the building. When integration has proved successful and the children no longer needs the many combined services such as pool therapy, matrons, physical and occupational therapy, they are returned to their community schools.

A portion of the orthopedic population is not capable of being rehabilitated and must continue in the total program. Long range plans are in the making for possible vocational planning for older children who may fit this criteria.

Nursery Orthopedic

Because of their physical handicap and decreased mobility these children are frequently deprived of the opportunity to experience contact and social interaction with youngsters of their own age. Three and four year olds are exposed to a nursery oriented program. The emphasis for those children under three years of age is on parent involvement and education so they can become acquainted with those procedures and techniques used to stimulate the child in all areas of development.

The goals of the program are:

- A. Socialization
- B. Language Stimulation
- C. Stimulation of all Sensory Modalities.
- D. Continued improvement of Fine and Gross Motor Coordination.
- E. Parental Involvement and Education. To help parents understand their child's handicap.

Hospital Programs

This program, located at the University Children's Hospital and the Neurological Rehabilitation Hospital, provides continuous education to help the youngster confined to the hospital maintain and learn academic skills which will help him to progress through school in a normal manner.

Teachers covering grades 1 through 12 provide school services so that a child can be maintained at his grade level. The hospital teachers frequently enlist the help of the patient's school and faculty in furnishing information, class assignments and materials that will enable them to coordinate their instructional program with the child's home school and, consequently, make the hospital's educational program more meaningful. Often the hospital teachers confer by telephone or letter with teachers, guidance counselors and administrators throughout the state to plan each patient's hospital instruction and to program his educational instruction upon discharge.

Homebound

Children who are too sick or otherwise disabled to go to a school and can benefit by academic instruction are provided this service. Home teaching can be done by a qualified teacher in the home or hospital, or school-to-home telephone (teach-a-phone service), or correspondence courses may be utilized. Madison serves 30 to 40 such children annually.

Instruction may be one of four plans: 1) Tutorial teaching in the home or hospital with maximum of three hours per week, 2) A University of Wisconsin high school correspondence course, 3) school-to-home telephone set-up or school-to-hospital telephone set-up for extended hospitalization case, 4) Small group instruction for pregnant girls unable to attend their regular classes but sufficiently mobile to leave their homes.

Teacher Certification

Local school districts will not be reimbursed by the state for salaries of teachers of the handicapped unless these teachers meet the special certification standards set up by the Division for Handicapped Children.

In its guidelines for recruitment of teachers for the handicapped, the Division stresses that the "selection of sensitive, qualified personnel is to be considered an essential element in

any program of treatment or education...The school administrator considers the selection of appropriate staff a basic responsibility in initiation of services and the maintenance of ongoing programs." In a broad sense, persons who could be recruited for teaching handicapped children should have:

1. All the qualities of a good teacher but to a greater extent.
2. A mature personality.
3. Tolerance for frustration.
4. Professional competency.

Because the progress of handicapped children is often very slow, the teachers must have patience, objectivity, emotional stability, understanding and resourcefulness.

Non-Resident Pupils

Handicapped children from communities surrounding Madison may be enrolled in the Madison Public Schools System as non-resident pupils. Non-resident handicapped children must be approved for enrollment by the Division for Handicapped Children for state reimbursement of costs. Communities are charged tuition above and beyond state reimbursement for pupils they send to Madison. If distance is too great for daily travel, boarding homes are available from Monday through Friday. One member of the Madison Department of Specialized Educational Services supervises boarding home placement. Board and lodging expenses are paid for by the State. (40.54 and 40.56).

Transportation

Transportation for special education class pupils is provided by the Board of Education. The state reimburses the Board of Education for transportation costs. (40.53-2 and 41.03-1s).

Reimbursement

Special education costs are far above normal education costs due to the need for special equipment, transportation, boarding and lodging, and the very high ration of teachers to pupils. However, such a program is far less costly to the community than residential or institutional care and education. To help schools offset the tremendous costs, the state partially reimburses the Board of Education for teachers salaries (currently 70%), special equipment, and transportation.

In 1965 following a study by a nationally-known management consulting firm Booze, Allen and Hamilton, the Board of Education voted to combine several functions into a Pupil Services Department. In accordance with the study's recommendations, the department became to have administrative responsibility for the following: (1) Guidance and Counseling Services, (2) Pupil Accounting Services, (3) Psychological, Social and Health Services, and (4) Special Education Services. Today, 6 years after its formation the Pupil Services Department is being completely reorganized. Therefore, information in this section is tentative and incomplete as those persons now employed in

Administrators and guidance counselors of the four senior high schools and administrative positions were not able to outline all the duties they will undertake or the methods they will use after the reorganization.

Guidance and Counseling Services

Guidance and Counseling services were totally de-centralized during the summer of 1971. Counselors are now directly responsible to the principal of the building to which they are assigned. They are the only members of the school team without a professional representative in the central office. The Middle School and Senior High School directors, are the central office staff to whom they are assigned. If the area re-organization plan is implemented, the area administrator will then be the person to whom counselors are assigned. To be employed in the Madison System, Counselors must hold a masters degree in Guidance or they may sign a 5 year non-renewable contract during which time the degree must be obtained.

"Philosophically, the guidance department should function primarily to provide an individual counseling environment for all students, the aim being to help students gain a better understanding of themselves so they are better prepared to objectively evaluate their present and future life."* "Counselors help students become aware of educational and vocational opportunities available to them. They help students secure pertinent information on which to have their decisions and plans. School counselors spend a considerable amount of time working with pupils on an individual basis as well as with groups of students, they consult with parents, teachers, and administrators. They provide educational, vocational, and personal-social information and materials to all concerned and serve on various committees which evolve and evaluate policy and procedure in such areas as curriculum, standardized testing, ability grouping, school rules and in grading.

For the school year 1971-72, the guidance program serves grades six through twelve. During the past three years, one elementary school counselor was employed through Title I funds. This position is discontinued due to lack of funding. Six counselor aides were also employed 1970-71 as the result of a training program sponsored through the University of Wisconsin Extension Service. The program consisted of first semester course work and second semester practice experience in area schools. There is no provision for continuing the training program or the aide position.

The current counselor-pupil ratio is 400. Twenty-nine counselors are employed in the four senior high schools and 20.3 counselors are employed in middle schools and junior high schools.

* Quoted from a mimeo hand-out "The Role and Function of the Counselor in the Guidance Program." Van Hise Middle School.

One counselor is assigned to work with adult members of the community who have no high school diploma but wish to prepare themselves for taking the G.E.D. (General Educational Development) test. A high school equivalency certificate is awarded for satisfactory completion of the test. Persons who do not pass the exam may obtain further tutoring or counseling regarding occupational and educational planning.

Responsibility for organized testing programs, including tests of readiness, intelligence and achievement, was transferred from Guidance to Psychological services and have most recently been placed in the Curriculum Department. A "Nucleus Committee for School Testing Specialists" meets regularly to discuss the testing program. Recommended for the year 1971-72 were the following: (1) The Clymer-Barrett Prereading Battery - Grade 1, (2) the Gates-Macginitie reading Tests - Grades 2-3, (3) the Step Reading Tests Grades 4-5, (4) the Step Mathematical Concepts Test - Grade 5, (5) the Step Reading test - Grade 8. There is a strong possibility that achievement testing will be discontinued in the near future.

Cumulative folders are kept for each child which include teacher-parent conferences, test scores, and anecdotal materials regarding behavior and adjustment patterns. The anecdotal notes, letters to parents regarding behavior problems, and other subjective data which may be detrimental to the child's reputation, are removed at the close of each school year.

There is currently no routine follow-up of Madison System graduates. The last records of achievement for graduating seniors were compiled in 1968. Entitled, "Ten-Month Follow-up Study of the 1967 Graduates", the information was compiled for public use last year by Mr. Robert Meyer who served half-time as the Supervisor of Counseling and Guidance. "Of the 649 men and 754 women responding to the questionnaire, 353 were employed, 73 were in military service, and 915 were continuing their education in some kind of post-high school training program. Sixty-two were either unemployed, full-time homemakers, recent college drop-outs, or did not indicate their current status."

The role of the parent in the guidance program is not defined as is a matter of choice. Some schools have an orientation to acquaint parents with guidance services. During the 1971-72 school year one middle-school (Van Hise) is instituting a "Concerns Committee" composed of parents, children, Guidance Counselors and the school principal. Each school will be responsible for organizing its own approaches to working with parents.

Fourteen learning coordinators with administrative responsibility have been hired to work in middle schools. The learning coordinator is available to teams of teachers to provide resources which may be needed for individualized instruction. Part of his responsibility will be to coordinate services between teachers, and between guidance and other pupil services personnel. According to the office of the state Department of Public

Instruction, learning coordinators should be certificated as guidance counselors if 25% or more of their time is spent in coordinating the activities of other school professionals. In some cases, it would appear that the duties of the learning coordinators and guidance personnel may overlap. This will need clarification as the year progresses.

Pupil Accounting Services

Reorganization of the Pupil Services Division, which previously had been charged with student information responsibilities, has resulted in the creation of the Office of the Registrar. The Office is a part of Management Information Systems. "Specifically, the new office will be responsible for the functions of student census, assignment of student numbers, enrollment projections, student enrollment procedures, student transfers, student attendance, state reporting of student information, tuition remissions, transcripts, enrollment exceptions, birthdate verifications, suspensions, exemptions, expulsions, and records management. The purpose of the office is to provide better control and a better operational handle on the various areas of information about students."*

Psychological, Social and Health Services

This section currently remains under the direction of an educational psychologist and employs 14 psychologists and 10-1/2 social workers for the 1971-72 school year. Both psychologists and social workers are certified through stringent state standards and the state D.P.I. reimburses local school districts for 50% of their salary.

Their contracts are subject to yearly renewal and they are included in the salary scale for teachers.

School psychologists apply their specialized skills in assessment, remediation, and research to an understanding of the learning process, to interpersonal relationships, and to personality dynamics. They give direct help to students and assist parents and school personnel in their efforts to make school more meaningful for all children. Within the school they serve as consultants, diagnosticians, therapists, and coordinators with respect to the behavior and educational management of individual children. They often participate with other school staff to develop appropriate inservice programs to create better understanding of behavior and learning patterns of children and to encourage application of these understandings to improve the climate for learning.

Social Workers are trained in the dynamics of human development, interpersonal relationships, and techniques of community organization and action. Social workers work with parents, teachers, children, and community agencies in helping pupils participate more fully in the school program. They serve as the primary link between the home and school and work actively in

*Staff News, Madison Bd. & Ed. pub., Sept. 17, 1971.

the community interpreting the role and function of the schools. They also provide in-service training for teachers in the understanding of individual and group dynamics.

Public Health Nurses employed by the city and county health departments provide health services for students in the Madison Public Schools. Their time in school is limited as they carry out a community health program involving persons of all ages. They perform health counseling, make home visits, and consult with faculty members about health education materials and resources. They are not responsible for giving direct services to children in schools. For more detailed information, please see the school and community section of this report.

The Office of Psychological, Social and Health Services will temporarily handle other services which include: testing for early kindergarten admission, provision for pupils confined to home or hospital for extended periods and the General Educational Development testing (G.E.D.) Clinic. The office is also responsible for such things as dispensing funds contributed by organizations for needy students, special programs for migrants and assignment of volunteer workers.

Federal Projects

Since 1965 the Madison School District has participated in the compensatory education program funded by the Federal government's Elementary Secondary Education Act (ESEA). Under Title I of this legislation funds are available for educationally disadvantaged pupils who reside in low-income areas. Title II provides resource materials for inadequate school libraries. Innovative or creative projects may be supported by Title III funds as in the local "Careers Program" initiated at LaFollette High School or the Human Relations In-Service Training program. Title IV aids handicapped children.

Other special Federal projects in Madison schools are enabled through: the School Lunch Act; the Impact Aid Act for communities having extensive federal property within their boundaries; Vocational Acts aimed at the development of vocational skills and attitudes, and counseling; and the National Defense Education Act (NDEA) for the purchase of materials in science, mathematics and counseling.

Title I programs will be described in greater detail because they receive the greatest amount of Federal funding in the Madison district. Nine public and one parochial school are designated as Title I schools in the district for the 1971-72 school year. The determination of a target school is based upon a formula of dividing the number of low-income families by the total population of the city to obtain a city-wide average or percentage of low-income families. Each target school then, must have a percentage figure higher than the city-wide average to qualify as a Title I school. For the purposes of this calculation, low-income families are defined as families 1) receiving Aid for Dependent Children (AFDC) or 2) earning less than \$2,000 annually. This base applies to all attendance areas in the city. Once a school is designated to

receive Title I assistance, any educationally disadvantaged child, regardless of income, is eligible to participate in the program.

One thousand pupils in grades K thru 8 are currently in Title I programs. In addition, pre-elementary children are served during the summer months in programs of academic and cultural enrichment. No local funds are expended because the purpose of Title I is to "assure that Federal funds will supplement and not supplant State or local funds."

Federal expenditures to the Madison district in 1970-71 were \$442,000. Until Congress passes a proposed increase for supplementary education programs, Madison will receive the same amount as in 1970-71. Programs in the ten schools averaged about \$400 per Title I student above the \$914.20 per pupil cost for all children in the system.

Madison has developed a "cluster" concept of advisory councils to aid in developing programs and a process of evaluation of goals for all schools in the Title I project. Fifty four percent parent participation was achieved in 1970-71 through: parent service on advisory councils; service as teacher aids; participation in group discussions in school and homes; going on field trips; and regular meetings with teachers and administrative personnel.

Each target school has its own advisory council of parents and teachers. A central advisory council is composed of representatives from each target school in the area. Representatives from community organizations such as O.E.O., community centers, etc. also serve on the Central Council.

In 1970, all ten schools participated in developing objectives and program designs for Madison's Title I programs. Evaluation of progress made in each program was also established. The following were agreed upon as "academic objectives" for all children in the program:

1. Each pre-school pupil will obtain a grade level rating of five years of age in language and vocabulary as measured by the Peabody Picture Vocabulary Test.
2. Each kindergarten pupil will achieve one year's growth on the Boehm Test of Basic Concepts.
3. Each primary grade pupil will register one year's growth in reading on the Metropolitan or Gates-Maoginitie Test.
4. Each pupil will register one year's growth in reading on the Durrell, Bond-Clymer-Hoyt, or Gates-McKillip Test. (Upper Elem.)
5. Each pupil will register one year's growth in reading and mathematics as measured by the Gates-McKillip, Spache and California Achievement Test (Grades 7,8,9)
6. Each pupil will raise his grade point average by one half point by the end of the year. (Grades 8,9)

Social and Emotional objectives were evaluated by three criteria: a pupil's self appraisal' social relationships; behavior and attitude.

Conforming to administrative guidelines for Title I funds, Madison undertook an extensive comprehensive assessment of pupil

needs in thirteen elementary and four middle or Jr. high schools attendance areas designated as potential target areas. A total of 1955 students were tested in grades 1 through 8. Pupils in Title I and non-Title I schools were tested. Only those who received the lowest scores on standard achievement tests were selected for the "Needs Assessment" study. Parent interviews and teacher participation were an integral part of the study done jointly by the Federal Projects Office of the Madison Public Schools and the Wisconsin Survey Research Laboratory.

Following is a brief summary of this study. Copies of the complete study can be obtained from the Federal Projects Office.

Findings:

1. The most important general need of the children, as perceived by parents and teachers, appears to be the need for academic assistance.
2. There is need for help in the behavioral/social/emotional area followed by need to improve the child's physical well-being. Behavioral/social/emotional problems include: poor self-concept and withdrawing behavior, aggressive and disruptive behavior, and poor peer relationships. Special experiences to improve the child's self-concept and social emotional development was the most needed service ranked by teachers.
3. According to parents, the greatest need is for additional teachers for special help in school, followed by after-school study centers located in the school building, school lunch programs, and transportation to and from school.
4. The greatest academic need cited by parents and teachers was help with reading. Other major problems cited were poor study habits, poor attitude toward school, limited vocabulary, and difficulty with spelling and mathematics. Teachers expressed a desire for more special reading teachers, teacher aides, a tutor for the child, and a program to provide requisite background experience.
5. Both parents and teachers feel that some children need attention for health problems, including eye, ear, and dental health care. In addition, other physical needs, such as school clothing, school lunch, and school breakfast were noted.

Assessing the needs of students in each school is the basis for developing a program for Title I pupils. Program plans are designed to help students in the cluster of schools in their attendance areas. Plans must be approved by the local administration, State Department of Public Instruction and Federal government.

A year-round evaluation schedule to test objectives of Title I programs in all schools is an integral part of this program, with continuous parent, teacher and administrative personnel participating on a semi-monthly basis.

1971-72 Title I schools:

	<u>Elementary</u>	<u>Junior High - Middle</u>
Emerson	Lowell	Marquette Jr. High
Hawthorne	Marquette Elementary	St. Patrick (parochial)
Lapham	Franklin	Lincoln Middle
Longfellow		

THE TEACHING STAFF

Size and Composition

During the 1970-71 school year, the Madison Public Schools employed a total of 1699 equivalent full-time teachers.* Of this total, 670 were equivalent full-time elementary teachers and 842 were equivalent full-time junior high/middle school and senior high teachers. Another 186 teachers are involved in special education or related areas including teacher aides and interns.

Madison schools employ 39 black professional staff members and about 15 members of various other minority groups. Since records of minority employment were not kept five and ten years ago, it is impossible to make comparisons from past years to the present. It can be said, however, that the number of professional staff members from minority groups employed by the Madison Public Schools in 1970-71 was substantially greater than it was five or ten years ago. In recent years, special efforts have been made to recruit teachers from predominantly black campuses throughout the nation.

Selection

The Personnel Division is given the major responsibility for recruiting, interviewing, and evaluating teacher candidates. School principals have the privilege of selecting their own teaching staffs. However, according to Board policy the Director of Personnel must concur in each selection.

Certification

Certification of teachers, a complex procedure, is a function of the State Department of Public Instruction. (The department's 24-page pamphlet, Certification Standards, gives details.)

Evaluation of Teachers

Madison teacher performance is evaluated annually through written evaluations made and signed by the principal and the teacher.

Tenure and Turnover

Other than Milwaukee, Wisconsin teachers do not have tenure. Madison teachers serve a two - or three-year probationary period, and are categorized as probationary or non-probationary. Annual contracts are awarded according to state statute. Suspension and dismissal of teachers are governed by detailed provisions of the Madison Teachers Incorporated (MTI) Agreement, a negotiated contract between MTI and the Board of Education. A copy may

*"Equivalent full time teachers" is a term designed to weigh full-time--part-time teaching personnel assignments. Thus, adjusting for this factor, 1784 teachers becomes 1699 equivalent full-time team teachers.

be obtained from the MTI office at 121 South Hancock Street, or from the Public Information Office of the Madison Public Schools, 545 West Dayton Street.

The annual rate of turnover of teachers in 1970-71 was approximately 15%. Primary reasons for turnover are maternity, moving out of the city, and job improvement. Two hundred ninety-two teachers left the system in 1969-70 compared to 450 in 1967-68.

In 1967-68 between 125-150 teachers left the school system before the year ended--usually at semester time. In 1969-70, about 37 teachers left the system during the year.

In-Service Training

An In-Service Committee of the Central Administration determines, publishes, develops, and administers an annual selection of in-service courses for both teachers and administrators. Improvement levels are placed in the salary schedule for the specific purpose of encouraging in-service study. Levels occur every four years and cannot be crossed by a classroom teacher unless he has earned six additional college credits. He denies the next annual increment until he fulfills the credit requirement.

The Board of Education provides opportunity for many courses in professional advancement with college credit. The Professional Advancement Credit Committee determines which courses can be taken for in-service credit. Through negotiations with MTI, 1970-71, a developmental reading course was set up and all teachers now on the staff must take it within four years.

Work Load

Average class size in elementary schools is 28 and at the secondary level it is 25. A normal class load for secondary teachers is five classes or pupil contacts per day or 75 modules per week. At the elementary level the school day for teachers is roughly from 8-11:30 a.m. and from 1:00-3:30 p.m. plus a reasonable amount of time before and after school.

The majority of secondary teachers are teaching in their major subject area only. Some teachers have the majority of their assignments in their major and the remainder of their assignment in their minor. No teacher teaches outside of his major or minor field except in an emergency situation for a short period of time.

Teachers may have duties beyond the teaching assignment but all extra duties are voluntary and may involve extra pay. These include:

- Athletic Coaches in Jr. and Sr. High School
- Year Book Advisor
- Newspaper Advisor

Dramatics Coach
Band, Orchestra and Choir Director
Debate Coach
Cheerleader Advisor
Bookstore Manager
Forensics Coach
Four Lakes Coach
Intramurals (all levels)
Noon-hour playground and lunch room supervisors

The majority of teachers' extra duties are covered by the MTI Agreement.

Qualified teachers are urged to accept University student teachers, for which they receive cash honoraria.

Substitutes

There are approximately 250 names on the substitute teachers list. They are interviewed and evaluated before being accepted and must possess current teacher certification or be able to prove that they at one time had been fully certified. They are paid at a daily rate (currently \$28) which is less than the daily rate for regular teachers.

Teacher Aides and Interns

The prime duty of a teacher aide is to do whatever is necessary to permit the certified teacher to do a better job of teaching. The aide, among other things, will operate a duplicating machine, movie machine, slide projector, type, take roll, collect money and perform other non-teaching duties. Madison now employs 165 teacher aides.

One hundred fifty-two University of Wisconsin teaching interns are employed by the Madison Public Schools. Some are in their senior year but most of them have their bachelors degree but lack the proper education credits to qualify as Wisconsin teachers. In lieu of practice teaching, they spend one semester of a fifth college year in the classroom as paid teachers.

Salary Schedule

The salary scale is based on experience, degree attained and additional credits earned, without regard to age, sex, marital status, grade or subject taught.

The 1971 salary schedule pays a beginning teacher with no experience \$7500 a year. The maximum pay for a teacher with a Ph.D. at the fifteenth step of improvement level number three is \$15,750.

Madison's salary schedule is higher than those in the immediate area and competitive with salaries paid in Racine, Kenosha,

LaCrosse, Manitowoc, and Wausau. It is below that of Milwaukee and Milwaukee County generally.

Approximately 55% of the total operational budget is earmarked for teacher salaries.

Retirement

Retirement is compulsory for Madison teachers at age 65 with optional retirement after age 62. All teachers hired since 1957 must participate in Social Security and the Wisconsin State Teachers' Retirement System as well. Some teachers hired prior to 1957 participate in the retirement program only.

Teacher Organizations

Membership in educational and union organizations is encouraged by the organizations but not compulsory. Educational organizations which attract substantial numbers of Madison teachers include Wisconsin Educational Association (WEA), National Education Association (NEA), and Southern Wisconsin Education Association (SWEA). Union organizations joined by Madison teachers are MTI and American Federation of Teachers (AFT). However, MTI is the only bargaining agency for Madison teachers officially recognized by the Board of Education. Madison teachers selected MTI in an election held by the Wisconsin Employment Relations Commission in June 1966. This gives MTI the power to negotiate.

The purpose of MTI is to promote interest in education and the teaching profession. MTI investigates all grievances and employment complaints. Its Professional Rights and Responsibilities Committee attempts to resolve problems first with the building principal and if that is not satisfactory, then with the Superintendent and the Board of Education.

THE PUPIL

School Population

There are two bases for school population figures: school census including everyone between the ages of five and 17 and actual enrollment figures for the public schools in mid-September. Every April school census is conducted by a questionnaire polling parents of all Madison school children. The present method is more accurate than the annual door-to-door enumeration technique used until 1968. Even so, school census figures are misleading since they include children who are institutionalized (some of whom are from other districts), 17-year olds who are college freshmen, and private school students and some special education or tuition-paying students who reside outside the district but attend Madison schools. Excluded from the count may be some Madison children who attend school outside the district.

Rapid changes in the district can be demonstrated by comparing figures for previous years with recent data.

<u>School Year</u>	<u>School Census</u>	<u>Actual Enrollment</u>	<u>Catholic Schools</u>
1960-1961	*	21,185	4,633
1965-1966	*	31,967	4,967
1970-1971	39,542**	34,144	3,819

* ages 4 to 20 were previously included in school census
** ages 5 to 17 are now included

The chart in Appendix vi shows recent changes in school enrollment and predictions for the next seven years.

As of September 1970, school age children comprised 21% of the school district's total population of 183,751. Public school enrolls 86% of the total and Catholic school enrollment accounts for 10% of five to 17 year olds. The total number of public school pupils by grade and school is presented in the Appendix, pages xi and xii.

There were 1034 minority group pupils in public school during the 1970-71 year, comprising 3.03% of the student population. Negroes accounted for 59.38% of the minority total, Spanish Americans or Mexicans 13.25%, Orientals 13.25%, American Indians 4.35%, and others 9.77%. The uneven distribution of minority pupils by individual schools is indicated in the accompanying table in Appendix viii (a and b). No survey has been made of the socio-economic characteristics of pupils in each school, but the fourth count of the 1970 U.S. census, not yet analyzed, is expected to provide this information. The Federal Projects office complies data of this type only for schools receiving Title I funds*. It is notable that a heavy concentration of minority group students is found in Title I schools.

*See chapter on Specialized Educational Services.

Admission

To enter kindergarten children must be five years old by November 30 of that year. A birth certificate is required at the time of enrollment. A report card from the previous school is also needed for transfer students. The Wisconsin Constitution provides "...for the distribution of the income of the school fund...for support of common schools...in some just proportion to the number of children and youth resident therein between the ages of four and twenty years." However, by statute, "...no child may be admitted to the first grade unless he is six years old on or before December 1 in the year he proposes to enter school." (Sec. 7, 118.14) There is statutory provision for the State Superintendent to work out a policy of exceptions to this law. In Madison, preliminary pupil assessment tests for kindergarten can be given for those who will be five after November 30. Approval of the Coordinator of Psychological Social & Health Services and the building principal are necessary, and under-age students are rarely admitted. Kindergarten pupils are not counted for state aid unless they are five years old on or before December 1 in the year in which they are enrolled. (Sec. 121.07, la and b)

School Year

The minimum school year required by the State of Wisconsin is 180 days. In Madison the school calendar is decided by negotiation between the superintendent's office and Madison Teachers, Inc. If students attend for a half day or longer, one day's requirement is fulfilled. The 1971-72 schedule includes 179 days in which teachers and students are present in the classroom. Legal holidays and convention days when children do not attend school also satisfy state requirements.

Attendance

According to state statute (Sec. 7, 118.15) children between the ages of seven and 16 must attend school full time. In addition, unless the child has a legal excuse or has graduated from high school, full-time school attendance is mandatory between the ages of 16 and 18 in any district which maintains a vocational-technical school with a daytime program. Because Madison provides vocational education within the programs of its four comprehensive high schools, attendance to age 18 or graduation is required in this district.

Attendance exemptions are permitted by state and local policies. A pupil who is in good standing academically may attend school part-time during his last term preceding graduation. State statutes exempt any child "...who is not in proper physical or mental condition" from school attendance. Local Board policy permits partial or complete exemption from attendance to the pupil who, "...because of emotional, social or learning handicaps, is unable to cope with the demands of school responsibilities or length of the school day." Exemption also occurs

with suspension or expulsion. A principal may suspend a pupil from school for a period not exceeding three consecutive days without permission from the Board of Education. Repeated suspensions may lead to the pupil's expulsion from school. Expulsion by the Board of Education for the remainder of the school term or year may occur after all reasonable efforts have been made to rehabilitate the pupil who is a truant or who has a chronic behavior problem, and when it can be shown that continued school attendance becomes a detriment to other pupils.

Enforcement of Attendance

School attendance laws are enforced according to the Board of Education's policy 4045. When a student is habitually truant, staff efforts and resources are used to assist the pupil to better adjustment. This may include specialized staff such as counselors, social workers and psychologists who work with the teachers, principal and parents in helping the pupil. Community agencies may also be involved, including juvenile court in certain instances. In persistent cases, the pupil may be referred to the Board of Education which has the power to expel the student from school.

Absenteeism is recorded in half-day units for each student, but schools have individual methods for recording and reporting attendance so their figures are not always comparable. East and LaFollette have the most elaborate computerized absentee recording system of the four Madison high schools. Attendance is taken for each class period and irregular absences are cumulative during the week. For example, if a student misses as many as three classes during the week he is recorded absent for half a day. West and Memorial take attendance at the beginning of each class period, but their 1970-71 reports reflect homeroom presence and excused absences for half or whole days. Cumulative class cutting is not recorded for attendance purposes as at East and LaFollette. Appendix pp. xv & xvi reveal the percent of absenteeism at the middle, junior and senior high schools in 1970-71. In middle schools and junior highs, the absentee rate ranges from a low of 3.0% to a high of 9.3%. Rates for the high schools range from a low of 5.4% to a high of 12.9%. In all schools, absenteeism is highest during the 3rd quarter (mid-January to mid-March) and may be double the first quarter figures in some schools. No local study has been made of the specific causes of absenteeism in Madison's higher grades. According to the Director of Secondary Education, the counseling approach to the enforcement of attendance is more effective than the punitive approach, and chronic absentees probably reflect the national trend in that they cannot face failure and are generally unsuccessful in high school.

Student Dropout

A dropout is a student who fails to graduate because he leaves school by exemption or legal age. If a student is a chronic absentee, the counseling procedure is used to gain insight and cooperation from the family in an effort to keep

the student in school. If all efforts fail, action is taken over a varying period of time to exempt the student from attendance. This procedure requires a letter of approval from the parents and two hearings by the Board of Education. Once the student is classified exempt, his status is re-examined each semester until he reaches legal age. "Withdrawal" refers to the student who leaves school when he reaches age 18. School counselors and principals emphasize that dropout statistics are inaccurate at every school because many students re-enter and drop out repeatedly. Not included in the dropout figures are students who attend night school or "Free School", and those who withdraw due to pregnancy because they enter the "homebound" program and may graduate later.

The Madison district high school dropout rate is expressed here as a percent of the total student body enrollment. Some educators prefer to express the figures in terms of the percent of students who entered high school, remained in Madison, but failed to graduate with their class. However, no figures were available for the Class of 1971 or other recent years. Exemptions were granted for the following numbers of students for 1970-71:

	East			LaFollette			Memorial			West		
	tot	re	rw	tot	re	rw	tot	re	rw	tot	re	rw
Number of dropouts:												
grade 9	*	7	0	0	3	0	0	*	0	0	0	0
grade 10	51	9	4	13	5	1	7	0	0	15	2	0
grade 11	49	5	2	17	6	5	22	6	2	34	3	3
grade 12	32	2	1	7	2	1	22	2	1	27	3	2
EMR							1					
totals	132	16	7	44	13	7	55	8	3	76	8	5
Sept. 1970 17th day enrollment for same grades	2206			2184			1895			1889		
Dropout rate	5.98%			2.01%			2.90%			4.02%		

*= no ninth grades were held at East or West

re= re-entry

rw= re-withdrawal

Over the last two year period East and LaFollette have had the bulk of their student exemptions from the 10th and 11th grades, while Memorial and West tend to have more 11th and 12th graders leaving school.

A follow-up study of 180 pupils over age 16 who were exempted during the 1968-69 school year indicated that 37.2% returned

to school. Another third was labelled "out-of-school: adaptive" due to employment (19.5%), marriage (5%), medical excuse (2.2%), armed forces (5.6%) or early graduation (1.1%). "Maladapted dropouts" comprised 5.6% of the total and included 3.3% unemployed and 2.2% jailed teenagers. Status was unknown for 23.9% of the group, and this figure included three persons each who had moved, run away or reached age 18. No data was provided for students who left school from grade levels below the 10th.

In certain cases it is difficult to differentiate between absentees and dropouts. In addition to actual dropouts, educators refer to "functional dropouts" who sit through school but do not benefit from the program. Some of these passive learners develop disruptive behavior. The east and near-northeast sections of the city have a high proportion of both absentees and drop-outs. The 1970 Pupil Services Department report considers the likelihood that schools in that area are not providing appropriate programs for this group and that socio-economic conditions influence school attendance, although no study has been conducted to verify these conclusions. The 1969-70 dropouts tended to fall into three categories: low achievers, disaffected learners, and a group whose skills are average but who evidence personality disturbance. The dropout pupils generally represented a normal distribution of intelligence but lack of achievement in school

The Department of Public Instruction reports that for the State of Wisconsin 1-1/2% per year of 10th through 12th graders officially drop out of school. In general, the number of student "withdrawals" runs about twice the number of recorded dropouts. Ethnic group status was not recorded until 1970-71 but is now requested by the U.S. Office of Education. Seventy percent of the state's dropouts appeared to need some form of specialized help, and 59% of the total were male. In 1969 Wisconsin placed 14th lowest in the nation in the number of dropouts, but the state's standing is misleading because states which ranked 3rd and 13th differed less than one percentage point.

The following local innovations in the high school program are aimed at reducing the dropout rate:

1. The "Careers Program" at LaFollette High School, originally funded for three years through Title III*, accepts 50 sophomores each year who are underachievers, truants and potential dropouts. Their curriculum is redesigned through 12th grade; practical occupational information is integrated into all subject areas. Teaching staff in English, Social Studies, Science and Math is selected from faculty volunteers. Counselors meet frequently with students and parents in order to guide and select for diverse interests. Due to improved attitudes toward school and better grades earned by students in the program, the full "Careers Program" will be added to the three remaining high schools in September 1971 with local funding.

* See chapter on Specialized Educational Services.

2. The Junior-Senior Seminar, called by some the Malcom Shabazz Free School and funded for three years by the Ford Foundation, opened with 67 students in Spring, 1971. The program was enlarged to include 125 students as of September 1971, and the school is administered as a supplement to East High by the University of Wisconsin School of Education. In an effort to motivate alienated students and those with different intellectual or emotional needs, the program differs from the traditional high school by its efforts to promote personalization. Applicants for the school are chosen by lottery.
3. The "School Without Walls", in the final planning stages, is scheduled for implementation in September 1972. Modeled after the Parkway Project in Philadelphia, the program allows credit for learning experiences in the city's museums, university and government-related agencies.
4. "Community Issues", for 11th and 12th graders, is an elective program in social studies where students and the teaching team design a multidisciplinary course of interest to the group. Students can leave school for research.
5. Night school at East High serves 16 to 18 year olds who want to complete high school. About 70 students are currently enrolled and the program is growing.
6. An interdisciplinary course at East High School provides special instruction in English and social studies for 10th graders with reading disabilities.
7. "Resource Rooms" at LaFollette, East and Memorial, under the auspices of the Special Education Department, provide a counseling and tutorial atmosphere for 15 students who are unable to adapt to the regular school routine. These students are programmed into regular classes and receive special help according to individual need.

High School Graduation

Each of the four high schools has different requirements for graduation. The differences arose when Memorial was designed with a flexible "modular" schedule while the other schools remained in a traditional program. LaFollette and East High now have a seven-period day while West is on a modified modular plan. The result is that students at different schools do not carry the same number of subjects or credits each year. One credit, or Carnegie unit, equals one class per day, meeting 5 days a week for a full school year. Requirements common to all Madison High Schools include successful completion of Physical Education each semester, Social Studies each semester in grades 9 and 10 plus one semester of U.S. History and two semesters of electives in the 11th and 12th grades. The ninth grade curriculum common to all schools includes Physical Education, Biology, Math, English and U.S. History.

<u>School</u>	<u>Credits Required</u>		<u>Minimum Number of courses per semester & Phy.Ed.</u>	<u>Credits or years required</u>		
	<u>1971</u>	<u>1972</u>		<u>Eng.</u>	<u>Math.</u>	<u>Sci.</u>
East High	21	22	5	3	1-1/2	1
LaFollette	18	19	4	3	1-1/2	1
Memorial	21	21	5	3	2*	1
West High	22	22	5	3	1	1

*may waive 2nd year on recommendation of the math department and approval of the principal

The High School Credit Committee, composed of principals, counselors and central office staff members, is expected to recommend that uniform graduation requirements and minimum course load requirements be implemented in the four Madison high schools.

The Department of Public Instruction reports that 92.3% of Wisconsin students who enter high school remain until they graduate. In Madison, about 96% graduate.

Transportation of Pupils by Bus

Chapter 121 of the state transportation law allows cities an option to provide buses for all, some or none of its students. In Madison District 8, kindergarten through grade five public school pupils are transported via yellow school bus providing that the distance between school and home exceeds 1-1/2 miles or the routes are considered hazardous. Sixth through 12th grade public school pupils are provided buses without charge if no other means of transport is available, if the routes are considered hazardous, or if the distance is excessive, as in the case of students from formerly rural areas annexed or attached to the city. Special education pupils are transported to classes held outside the pupil's attendance area, and children with physical handicaps may be transported regardless of distance. In order to promote better attendance during winter months, Franklin elementary school pupils who live south of Wingra Creek are transported to school between Thanksgiving and Easter even though the distance is less than 1-1/2 miles. Students may be shifted by bus if their neighborhood school is closed or if overcrowding in the nearest school necessitates placement in another school with available classrooms. Madison provides no busing to achieve racial balance.

The Board of Education owns no buses. Bus service is provided through contracts with Badger Bus Line, Legler School Bus Service, Richardson Bus Service and Rite-Way Leasing Co. About 2,250 middle and high school students ride to school on 26 special buses on school runs provided by the Madison Metro Bus Co., and many more ride on regular bus routes. The cost to the student is 15¢ per ride, or about \$53 per year.

Bus transportation is paid from the school district budget.

At the end of the school year, Madison applies for state transportation aid based on number of students transported for half or full school year and distance transported. The district is reimbursed \$24 per student per full year who lives two to five miles from school, \$36 for five to eight miles, and \$48 for over eight miles. The Madison district pays 42% of the bus costs for special education pupils and 80% of the net cost for regular students. About 10% of public school pupils ride yellow school buses in this district.

Parochial and private school students, kindergarten through 5th grade, who reside in Madison are provided free school bus transportation if they live more than 1-1/2 miles from their district school. Busing is also provided to any private school located not more than five miles beyond the district boundary. In a few cases, private school students in grades 6 through 12 are transported because there is no public transportation facility near their homes. Public school funds are providing transportation for 675 non-public school pupils for the Fall 1971 term.

Student Placement in Other than Neighborhood School

By parental request a child may be placed elsewhere if the school he desires to enter has space available. Parents must meet with the principal of the receiving school and receive his written permission plus the approval of the registrar. Parents must provide for their child's transportation. The transfer may be revoked at any time if the pupil is a frequent absentee, a behavior problem, or if overcrowding occurs. Occasionally, with parental consent, a guidance worker may place a child in a different school if the child's record seems to indicate he can be better served in another school. At the high school level, students exhibiting disruptive behavior who might be candidates for expulsion are occasionally shifted to another school for a fresh approach with different programs and peers. Of the four high schools, West received the largest number of such students in 1970-71.

Tuition for Non-resident Students

Tuition is charged for non-resident students, who may apply to the registrar for enrollment in a given building or grade. Exemptions from tuition charges will be made for 1) American Field Service Exchange students, 2) refugees, and 3) pupils residing in the Madison area for the purpose of receiving home care if there is a questionable ability to pay. Tuition may also be waived if 1) a student is in Madison temporarily due to family illness or housing difficulties and may be unable to afford the cost, 2) a family moves or is non-resident but the student needs to complete a semester or a senior wishes to graduate with his class, and there is a financial problem, and 3) a veteran is returning to high school and is subject to the tuition charge.

The rates are based on the actual cost per pupil. Tuition for the 1971-72 school year is as follows:

Kindergarten	\$11.05 per week	\$397.80 per year
grades 1-8	22.10 " "	795.60 " "
grades 9-12	28.75 " "	1035.00 " "

SCHOOL PLANT AND FACILITIES

As of April 1971, all 48 public school buildings in District 8 must conform to state building requirements formulated by the Wisconsin Department of Industry, Labor and Human Relations. This department sets standards for such things as type of construction and materials, area per pupil, number of fire extinguishers, lighting, ventilation, and heating. All boiler rooms are enclosed by four-hour fire resistant construction, and buildings are inspected by the fire department once or twice a year. In addition, the City Board of Health inspects kitchens at unannounced intervals.

Building and maintenance supervision is the responsibility first of the school principal and building janitor, then the Supervisor of the Maintenance and Custodial section of Building Services. The cleaning schedule of each school is worked out by the principal and the janitor. The general rule for painting is one exterior coat every five years, two interior coats every nine years.

Principals' requests for maintenance or capital funds are evaluated by the Superintendent and his staff as part of the regular budget-making procedure. Then recommendations are made to the Superintendent and the Board of Education.

New Construction

There is a constant study to determine long range building needs. Every year during the third week of September enrollment of each school is taken and a prediction of growth is made. The Board of Education, the Superintendent and his staff are responsible for the building program and future planning. In February 1970, the Board of Education issued A Proposed Plan for Re-organization of Joint School District 8, Madison, Wisconsin. The following paragraphs regarding school construction were taken from this report.

"The neighborhood elementary schools have served the Madison community well in the past when education was a simpler process, and contemporary life and society were less complex. Such schools were constructed to serve relatively small residential areas and usually with small enrollment capacities. It is the opinion of the Board that the continuation of this approach in the determination of school attendance areas will inhibit the use of certain instructional techniques which can only be assured in larger schools. Therefore, it shall be the policy of the Board to enlarge the attendance areas served by certain elementary schools to permit the introduction of the desired instructional techniques and to lower the per capita operating cost of such schools.

The Board is aware of the role it can assume in the development and improvement of the Madison community in cooperation with other local governments. The Board is also aware that the school system can be an instrument for attracting and holding desired population elements in the central city and for solving or holding in check some of the problems attendant in these areas.

Therefore, it shall be the policy of the Board to continue the operation of elementary schools in the central city if such can be done without lowering the quality of the educational program to be offered in such schools.

It shall be the policy of the Board to continue to renovate existing school buildings to provide the facilities required for the educational programs.

It shall be the policy of the Board to locate schools in areas that are projected to be capable of sustaining an enrollment of sufficient size to permit the use of innovative instructional programs and to minimize the per capita cost of operating such facilities. If the enrollment should exceed the capacity of a school facility, certain students shall be transferred to other schools. When locating a school within an attendance area, the site shall be centrally located, easily accessible and convenient to the area from which the majority of the school population will be served.

It shall be the policy of the Board to select future school sites well in advance of actual need. The size of the site shall be large enough to adequately accommodate the school buildings and provide ample space for outdoor instruction and recreation, for parking and other service uses, and for future expansion of the building. The selected site shall be either optioned or purchased.

The actual construction of a school building on the selected site will not begin until such time as the enrollment within the anticipated attendance area is of such size, or is anticipated to be so in the near future, to support a school of a size consistent with Board policy. Prior to the construction of a school, the students residing in such area will be assigned to other schools.

It shall be the policy of the Board to construct new schools to serve the philosophy of the educational programs to be offered in such facilities. It shall also be the policy of the Board to plan the construction of schools to alleviate, if possible, all architectural barriers to the use of such facilities by the physically handicapped and the elderly."

Local architects are used for school construction; new architects are tried out on smaller jobs, such as remodeling projects. School sites are located with the help of the City Plan Department.

The Board of Education lets contracts for school buildings, and bidding is awarded on a competitive basis. The architect usually receives a 6 percent fee. Wisconsin State Statutes, Sec. 62:15 and Sec. 66.29 control bidding procedures. City school districts are not permitted to negotiate for a turn-key school building project with a single contractor. Schools are financed by bond issue (see Board of Education, Fiscal Powers).

School Grounds

There are no state requirements for size of school grounds, but Madison attempts to provide 10 acres for elementary schools, 20 acres for middle schools, and 80 acres for senior high schools. School grounds are used by the public for a variety of activities when school is not in session, but the grounds are not then supervised. Ground maintenance is provided for all school grounds.

Equipment and Supplies

The Board of Education is responsible for selection and purchase of supplies and equipment, but much of this work is delegated to the Finance Committee of the Board and to the Business Services Division. If savings can be realized, certain equipment and supplies are bought on the basis of competitive bidding. Any item in excess of \$5,000 requires Board of Education approval.

Textbooks, equipment, and supplies are provided; but students are required to pay a fee each semester to help defray costs.

Annual Fee Schedule for the 1970-71 School Year

Elementary School Kindergarten Grades 1-6

Textbook fee	None	\$5.00
Consumable materials	\$1.60	\$4.00
Towel Fee	None	varies with school*

Since mathematics workbooks in grades K-1-2-3 are used as basic texts, they will be charged to the basic text account for this year. The rising costs of other consumable materials has made this change necessary.

Middle School

	<u>6th</u>	<u>7th</u>	<u>8th</u>
Textbook fee	\$5.00	\$5.00	\$5.00
Paperback/workbook fee	2.50	2.50	2.50
Towel fee (Phy Ed)	2.30	2.30	2.30
Periodicals	2.15	2.15	2.15
Unified Arts	1.50	1.50	1.50

Junior High School

	<u>7th</u>	<u>8th</u>	<u>9th</u>
Textbook fee	\$5.00	\$5.00	\$5.00
Paperback book fee	2.50	2.50	2.50
Towel fee(Phy Ed)	2.30	2.30	2.30
Activity fee	1.00	1.00	1.00
Periodicals	2.15	2.15	2.15
Ind.Arts	3.00	4.00	2.00 plus materials

*If gym is taken twice a week the towel fee is 80¢ per year.
If gym is taken three times a week the towel fee is \$1.20 per year.

<u>Senior High School</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>
Identification cards	\$.50	\$.50	\$.50	\$.50
Textbook fee	5.00	5.00	5.00	5.00
English paperback books	2.50	2.50	2.50	2.50(if elected)
Towel fee(Phy Ed)	2.50	2.50	2.50	2.50
Newspaper	1.00	1.00	1.00	1.00
Athletic (optional)	7.00	7.00	7.00	7.00
Locker fee(West	.50	.50	.50	.50
Sr.&J.M.M.Sr.)	(J.M.M.)			
Ind Arts	2.00 plus materials	4.00 plus materials	4.00 plus materials	4.00 plus materials

There may be a rental charge for uniforms in physical education at West High School for 1970-71 with the operation of the new laundry.

Wisconsin Interscholastic Athletic Association (W.I.A.A.)

Insurance. The Madison Public Schools strongly recommend W.I.A.A. insurance for any student participating in a W.I.A.A. sport.

PTA Gifts

Many Parent-Teacher Associations have donated money or purchased equipment as gifts for their own schools. Included among these gifts are books, filmstrips, tape recorders, record players, choir risers, radios, TV sets, window shades, overhead projectors, copying machines, playground equipment, kitchen equipment, furnishings for teachers' rooms, Safety Patrol equipment, encyclopedias, and scholarship funds.

Use of School Buildings by the Community

Board of Education Policy - Building and Facilities (6491)

- "1. Within statutory provisions, it is the general policy of the Board of Education to make school building facilities available for use by nonschool groups as extensively as possible.
2. The prime use of school buildings and facilities is for the education of school pupils of the district. No use of buildings or facilities is allowed to interfere with the orderly function of their prime use.
3. All non-prime use of buildings and facilities which fail to pay for the total cost of such use is subsidized by the educational budget to the extent to which actual cost of the use exceeds the fee or rental charged. Insofar as possible, rental rates and building use are established to insure that the educational budget does not subsidize non-prime use of buildings and facilities.
4. All pertinent policies, guidelines, and rules and regulations apply to all permit use of school buildings or facilities. Failure to observe them is justification for revocation of the permit or refusal to issue permits.

5. The Board of Education, only, may grant permits for buildings which are exceptions to this policy, guidelines, rules, or regulations. Exceptions, when made, do not constitute changes of policy, nor do they alter the rules and regulations except as they may be designed specifically for this purpose. In the latter event they take the normal course of other policy changes."

There is an established order of priority for the use of buildings: (Policy 6491)

1. Educational programs--music dept., athletic events, PTA, etc.
2. School-Community Recreation Dept.
3. Semi-educational functions -- Girl Scouts, Boy Scouts, etc.
4. Local organizations that are not organized for profit or private gain.

Non-school organizations must make requests 24 hours in advance in writing to the Superintendent. Use by groups such as PTA, Scouts, YMCA, League of Women Voters, etc. is usually without charge unless overtime pay is involved for the custodial staff. There are specific requirements for adult supervision and hours of availability for young people's groups.

The Board of Education grants the use of schools for benefits only when sponsored by local civic, charitable, or educational organizations. These grants are made at the cost rate. The Board requires a financial statement indicating receipts, expenditures, and the amount donated to the beneficiary.

"A building (use) permit report is filed after each building (use) permit has been exercised. The custodian in charge and the principal of the building are required to rate the conduct of occupants and the condition of the building after use on a five point scale from excellent to poor." Future requests will be refused "if previous use of a building by a requesting group has resulted in unsatisfactory conduct by participants or unsatisfactory care in use of buildings."

There is some use of the school buildings by parochial school students -- primarily for recreation.

CAPACITIES AND UTILIZATION OF ELEMENTARY SCHOOLS - SEPTEMBER 1971

School	School Capacities				School Enrollment				School Utilization			
	Kind.	Grades 1-5 or 1-6	Spec. Ed.	Total	Kind.	Grades 1-5 or 1-6	Spec. Ed.	Total	Kind.	Grades 1-5 or 1-6	Spec. Ed.	Total
Allis	112	700	86	898	87	513	76	676	77.7	73.3	88.4	75.3
Crestwood	56	364	30	450	36	282	27	345	64.3	77.5	90.0	76.7
Elvehjem	168	644	--	812	113	688	--	801	67.3	106.8	--	98.6
Emerson	112	560	45	717	76	440	42	558	67.9	78.6	93.3	77.8
Falk	112	504	--	616	100	478	--	578	89.3	94.8	--	93.8
Franklin	112	504	15	631	80	413	14	507	71.4	81.9	93.3	80.3
Glendale	112	644	39	795	92	541	35	668	82.1	84.9	89.7	84.0
Gompers	112	560a	--	672	77	532	--	609	68.8	95.0	--	90.6
Hawthorne	112	476	15	603	79	400	13	492	70.5	84.0	86.7	81.6
Hoyt	112	420	--	532	60	308	--	368	53.6	73.3	--	69.2
Huegel	56	364	--	420	67	268	--	355	119.6	79.1	--	84.5
Kennedy	168	756	15	939	113	617	9	739	67.3	81.6	60.0	78.7
Lake View	112	504	--	616	74	406	--	480	66.1	80.6	--	77.9
Lapham	112	364	56	532	76	291	56	423	67.8	79.9	100.0	79.5
Leopold	168	700	30	898	142	596	27	765	84.5	85.1	90.0	85.2
Lindbergh	56	364	--	420	48	334	--	382	85.7	91.8	--	91.0
Longfellow	56	280	85	421	36	155	72	263	64.3	55.4	84.7	62.5
Lowell	112	588	--	700	116	438	--	554	103.6	74.5	--	79.1
Marquette*	56	504	8	568	53	351	6	410	94.6	69.6	75.0	72.2
Mendota	112	616	30	758	99	572	29	700	88.4	92.8	96.7	92.3
Midvale	112	616	--	728	94	442	--	536	83.9	71.8	--	73.6
Muir	56	476	30	562	45	282	29	356	80.4	59.2	96.7	63.3
Odana	112	504	--	616	70	368	--	438	62.5	73.0	--	71.1
Or. Ridge	168	728	--	896	131	678	--	809	78.0	93.1	--	90.3
Randall	112	532	--	644	92	403	--	495	88.1	75.8	--	76.9
Sandburg	112	364	--	476	49	332	--	381	43.8	91.2	--	80.0
Schenk*	112	532	8	652	86	503	11	600	76.8	94.5	137.5	92.0
Sherman*	112	588b	--	700	78	551	--	629	69.6	93.7	--	89.9
Shorewood	168	532	--	700	128	442	--	570	76.2	83.1	--	81.4
Spr. Harbor	56	364	8	428	36	232	6	274	64.3	63.7	75.0	64.0
Stephens	56	392	24	472	44	251	18	313	78.6	64.0	75.0	66.3
Thoreau	112	420	--	532	76	377	--	453	67.8	89.8	--	85.2
Van Hise*	56	336	--	392	45	304	--	349	80.4	90.5	--	89.0
Total	3,472	16,800	524	20,796	2,598	13,808	470	16,876	74.8	82.2	89.7	81.2

*Elementary unit in combined elementary, middle or junior high building.

a - includes 2 relocatable classrooms.

b - includes 4 classrooms in junior high section.

Note: 1. All elementary schools are organized on a K-5 basis, except for those in the East High District. The following schools in the East District include grades kindergarten through 6: Emerson, Gompers, Hawthorne, Lake View, Lapham, Lindbergh, Lowell, Marquette, Mendota, Sandburg and Sherman.

2. The capacities for grades K-6 are based on a pupil-staff ratio of 28:1 per classroom. In the case of the kindergarten grades, the capacities are based on two sessions per day. The capacities for exceptional pupils are also based on pupil-staff ratios, but the ratios vary depending upon the type of exceptional pupils.

AGE OF BUILDINGS AND DATES OF ADDITIONS
OR MAJOR REMODELINGS

SCHOOL	DATE OF INITIAL BUILDING OCCUPANCY	DATES OF ADDITIONS AND (MAJOR) REMODELINGS TO BUILDINGS
Sunnyside*	1882	1926, 1936, 1952
Randall	1906	1907, 1909, 1912, 1925, (1967)
Lowell	1916	1927, (1969)
Longfellow	1918	1925, 1939
Lakewood*	1919	1938, 1954, 1958
Emerson	1920	1925, 1959, (1967)
East Jr. & Sr.	1922	1923, 1925, 1932, 1939, 1963, (1971)
Franklin	1923	1930, 1956, (1969)
Dudgeon*	1927	1938
Sherman Elem. & Jr.	1928	1935, 1952, 1958, 1968
West Sr.	1930	1962, (1969)
Allis	1936	1948, 1952, 1955, 1959
Shorewood	1938	1950, 1962
Lapham	1940	1965, (1967)
Marquette Elem. & Jr.	1940	1962, 1971
Crestwood	1943	1950, 1955, 1963
Mendota	1948	1950, 1954, 1956, 1957, 1960, 1963
Midvale	1951	----
Schenk Elem. & Middle	1953	1955, 1958, 1969
Cherokee Middle	1955	1969
Hoyt	1956	1958, 1967
Van Hise Elem. & Middle	1957	1959, 1963, (1969)
Glendale	1957	1958, 1959, 1963
Badger*	1957	1961, 1962, 1964
Spring Harbor	1958	1959
Orchard Ridge Elem. & Middle	1958	1959, 1961, 1963, 1967, 1968
Hawthorne	1959	1961
Odana	1959	1960, 1965
Gompers Elem. & Jr.	1960	1964, 1966
Lakeview	1961	1963
Stephens	1961	1964
Elevehjem	1962	1964, 1967
Falk	1963	1968
LaFollette Sr.	1963	1965, 1968, 1969
Lincoln Middle	1965	----
Huegel	1966	----
Kennedy	1966	1967
Madison Memorial Sr.	1966	1968, 1971
Muir	1968	----
Sandburg	1968	----
Lindbergh	1968	----
Sennett Middle	1969	----
Leopold	1969	----
Jefferson Middle	1970	----
Thoreau	1971	----

() denotes date of major remodeling

* indicates schools owned by Madison Public Schools but used for special purposes such as: Special Education, Day Care Centers, Experimental High School, etc.

Note: All schools are elementary units unless otherwise indicated.

**TOTAL ACREAGE MAINTAINED BY THE MADISON PUBLIC SCHOOLS
MADISON, WISCONSIN**

East High School, Penn Ave.	22.400	Lapham School	3.060
East High School	10.810	Leopold School	14.900
Pennsylvania Field	21.699	Lincoln Junior High School	8.500
Madison Middle & High School	63.000	Lindbergh School	12.000
LaFollette High School	44.940	Longfellow School	1.743
LaFollette Junior High School	12.850	Lowell School	2.390
West High School	7.250	Marquette School	5.900
Rentschler Field	6.970	Mendota School	9.845
Allis School	7.500	Midvale School	8.780
Badger School	11.450	Muir School	8.600
Central Stores	.354	Nakoma School	3.100
Cherokee School	12.740	Odana School	13.450
Crestwood School	8.928	Orchard Ridge School	19.900
Dudgeon School	3.490	Randall School	2.589
Elvehjem School	11.249	Sandburg School	8.100
Emerson School	3.960	Schenk School	14.444
Falk School	8.030	Sherman School	10.212
Franklin School	1.750	Shorewood Hills School	9.000
Glendale School	11.800	Silver Spring School	3.164
Gompers School	20.010	Spring Harbor School	7.300
Hawthorne School	9.080	Stephens School	10.300
Hoyt School	3.050	Sunnyside School	8.993
Huegel School	10.610	Van Hise School	22.111
Kennedy School	84.350	Washington Administration	2.680
Lake View School	8.001	Waunona Way	4.750
Lakewood School	5.350	West High Rentschler Field	6.950

TOTAL ACREAGE MAINTAINED AS OF APRIL 27, 1971.....634,382
Acres

Prepared by the Building Services Department
MADISON PUBLIC SCHOOLS

SCHOOL AND COMMUNITY

Voters

The number of eligible voters in the school district cannot be accurately assessed because voter registration is not required. Evaluation of voting is further complicated because towns are divided and portions attached to more than one school district.

Figures available for the City of Madison show that 53,453 voters (60.70% of those registered) voted in the April 1971 election in which school board members were elected. In the November 1970 election 55,408 voters (65.30%) cast ballots in the gubernatorial election.

City Services

The City of Madison is reimbursed (\$496,000 in 1971) by the school district for such services as school nurses in the Health Department, crossing guards in the Police Department, legal services by the city attorney, services of the auditor, treasurer, clerk, and Planning Department. Reimbursement became necessary when areas outside the city were attached to the school district in 1962.

Health services are provided by the City Board of Health in cooperation with the Special Services Department under the Board of Education. These services usually consist of case-finding and follow-up at home; disease prevention and control; and first aid.

1. Each Public Health Nurse provides services to two or three schools and visits these schools on a planned time schedule. Teachers are urged to confer with the nurse concerning any possible health difficulties of the children.
2. First aid kits are given to each teacher. Instructions for minor first aid are included in the kit.
3. Wisconsin Communicable Disease Regulations charts are available to teachers and principals. Information is given to parents on request when a child is absent with a communicable disease.
4. Screening tests are given in all schools with the aid of parents and teachers.
 - a. Vision screening by the Snellen screening test is given in grades 1,3,5,7, and 9. Teachers can also refer any child with possible visual difficulties to the school nurse at anytime during the year.
 - b. Hearing screening by the Puretone Audiometer is given to 1st, 3rd, and 6th graders. A group test is used for grades 3 and 6; individual testing is used for first graders. Ninth graders may receive the test by request.
5. Physical and dental survey forms are distributed before the close of school to all prospective kindergarten, 3rd, 6th, and 9th grade children, and to 1st graders not examined in kindergarten.
6. Tuberculosis Control Study is done by skin testing all 1st grade pupils who have no history of a positive tuberculin test.

Perhaps the greatest contribution to health education is through individual counseling to students and parents in the home and school. Since it is believed that health education of pupils can best be done by the teacher, the City Board of Health aids teachers by supplying films and other materials and by contributing to the curriculum guide when necessary.

It is the policy of the Board of Health and of the Board of Ed. that teachers and other schl. personnel receive a tuberculin skin test or x-ray every other year. New personnel must have a physical examination, including a tuberculin test within three months of beginning employment. Thereafter, employees must have a physical examination every three years. The Board will pay up to \$7.50 for any examination fee for this purpose.

School Community Recreation Department

This department is responsible for conducting worthy leisure time activities for all citizens residing in the school district.

Each fall the department mails to all households in the district a complete brochure of available programs.

Youth programs are conducted in park and school facilities on a year-round basis. Activities are offered in over 40 general categories ranging through sports, performing arts, aquatics, camping, cultural arts and environmental science. Handicapped youth are integrated in all regular programs when possible or special programs are conducted for them.

Adult programs are also conducted on a year-round basis and offer more than 35 program areas including Arts and Crafts, Dance Instruction, Sports Skills, General Interest (Gourmet Cooking, Bridge, Nature, etc.), Madison Theater Guild, and numerous Family Interest Activities. Handicapped adults are also integrated into regular programs, but special offerings are available. Again, school and park facilities are used.

Community Center programs cover 20 broad areas primarily for adults. These programs range from laboratory clubs in photography and lapidary to older adult, Senior Citizen, and clubs for the handicapped. Most programs are conducted in the Madison Community Center, a downtown facility, which provides game rooms and serves as a community social center.

In 1971, the School-Community Recreation program accounted for approximately 2% of the total Madison Public School budget. Of the total \$696,403 spent, approximately \$135,000 in fees were collected from participating individuals, groups, or sponsors.

Recently, the School-Community Recreation program received national recognition. The National Sports Foundation, a nationwide organization of sporting goods businessmen, awarded the Madison Public Schools first place in the 100,000 - 200,000 population category for excellence in community recreation.

Parent Teacher Association

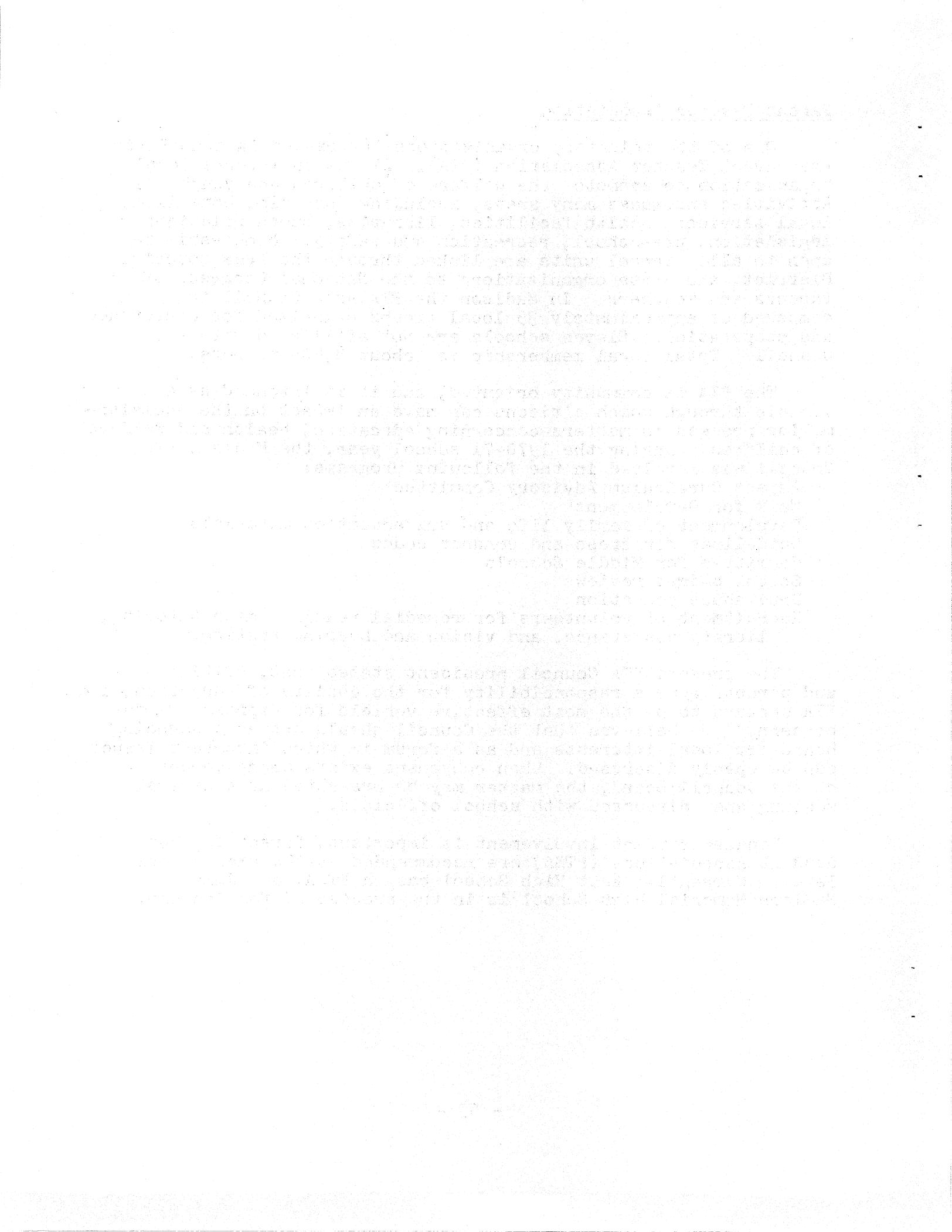
One of the voluntary organizations interested in schools is the Parent Teacher Association (PTA). PTA is an international organization to promote the welfare of children and youth. Activities encompass many areas, including schools, home life, legal services, health facilities, libraries, human relations, legislation, pre-school, recreation and safety. Membership is open to all. School units are linked through the Area Council, District, and State organizations to the National Congress of Parents and Teachers. In Madison the PTA Area Council is composed of approximately 35 local groups organized for conference and cooperation. Eleven schools are not affiliated with the Council. Total local membership is about 8,500 members.

The PTA is community oriented, and it is intended as a vehicle through which citizens can have an impact on the decision-making process in matters concerning education, health and welfare of children. During the 1970-71 school year, the Madison PTA Council was involved in the following programs:

- Parent Curriculum Advisory Committee
- Walk for Development
- Development of family life and sex education materials
- Guidelines for dress and conduct codes
- Committee for Middle Schools
- School budget review
- Drug abuse education
- Recruitment of volunteers for remedial reading, math tutoring, library assistance, and vision and hearing testing.

The present PTA Council president stated that, "Citizens and parents have a responsibility for the quality of education, and PTA appears to be the most effective vehicle for expressing that concern." He believes that the Council should act as a sounding board for local interests and as a forum in which important issues can be openly discussed. When consensus exists among members of the Council Board, the matter may be presented at a general meeting and discussed with school officials.

Because student involvement is important, Parent Teacher Student Associations (PTSA) are recommended at the high school level. Currently, East High School has a PTSA, and James Madison Memorial High School is in the process of forming one.



APPENDIX (Administration)

NUMBER OF EMPLOYEES BY DEPARTMENT

Figures include professional, technical and secretarial employees as they were listed in the 1970-1971 Directory of the Madison Public Schools.

Instructional Staff

Superintendent's Office	4
Department of Public Information	14
Department of Instruction	7
Department of Curriculum Development	27
Instructional Materials	41
Department of Pupil Services ¹	74
Department of Federal Projects ²	9
School-Community Recreation Department	21
	—
Total	197

Supportive Staff

Division of Personnel	12
Division of Management Information Systems	17
Division of Business Services	3
Food Services	3
Budget Services	3
Purchasing Services	15
Building Services	6
Maintenance and Custodial Care	6
Financial Services	10
	—
Total	75

1 Department of Special Education

2 Hiring of these personnel is made possible through federal grants, and most work under the supervision of individual department heads concerned with the project.

Department of Curriculum Development
1971 Summer Curricular Projects

<u>Project Number</u>	<u>Project Title</u>	<u>School Attendance area</u>	<u>Budget</u>
7133.01	A Mathematics Retrieval System	Memorial	\$9,563.00
7140.01	Foreign Language Attitude and Instruction Revised (FLAIR)	All secondary	3,611.00
7119.01	Survey for Early Entrance to Kindergarten	Huegel	2,588.86
7122.02	Comprehensive Spelling Model	Sennett	2,250.00
7124.01	Music Mini-Pacs	Sennett	2,060.00
7138.02	Health Occupations	East/West	2,045.00
7127.01	History Docu-pacs	Sherman/Sennett	2,155.00
7116.01	K-5 Science Evaluation Program	Mendota/Muir/Shorewood	3,700.00
7127.02	6th Grade Social Studies Interdisciplinary Program	Sennett	3,260.00
7127.04	Multi-Individualized Model Unit	Orchard Ridge Middle	2,518.44
7126.01	Middle School Science Program	Sennett	3,700.00
7137.02	American Minorities	West Sr.	1,933.00
7120.01	Model for Middle School Curriculum--Foreign Language	Schenk Middle	1,726.00
7127.03	Prehistoric Indians in Wisconsin	Schenk Middle	780.00
-----	Sherman Elementary Individualized Program(Math-Language Arts)	Sherman Elem.	1,550.00
7138.04	Drafting Program Re-organization	West Sr.	1,942.10
7138.05	Building Trades and Construction Workshop	LaFollette	2,486.86
			\$48,069.26

First Semester In-Service Courses 1971-72

Experimenting in Teaching Children to Think: Concepts and Teaching Strategies in the Thinking Skills - Part I

Seminar: Field Research for School and Classroom

The Laboratory Study of School Measurement Problems

Process Oriented Science for The Early Grades - Workshop I

Process Oriented Science for The Early Grades - Workshop II

Process Oriented Science for The Early Grades - Workshop III

Negotiated Reading In-Service Reading Consultants

Foreign Language in The Middle School

Film Making

Family Life Education

Practicum in Industrial Education

Advanced Technical Problems in Construction and Building Trades

Learning to Play and Teach the Soprano and Alto Recorder

Seminar on Services for Dependent, Neglected, and Delinquent Youth in Dane County

Management Contracts Through Management by Objectives

- I. Some Assumptions. Management contracts are built on certain assumptions which must be carefully examined. If the assumptions are not correct, then neither is the logic of the management contract. If the assumptions are correct, however, then the logic of the management contract naturally follows.
 - A. Evaluation systems that are primarily oriented at findings the "bad apples" in the system, or "cutting out the dead-wood" are counter-productive. Such an orientation too often equates not doing something wrong with successful management. The focus should be on showing continual growth and improvement and continually doing things better. Just as it is the responsibility of a teacher to develop (or allow to develop) students, so is it the responsibility of an organization to develop (allow/ encourage to develop) the managers of that organization.
 - B. Unless a supervisor works almost daily with an individual there is no way he can evaluate all the things that individual does. At best he can evaluate only three, four or five things that the individual does and then only if these "things" are well defined. This means that priorities must be set so that the most important responsibilities are always in focus. Just as students are different, so are teachers and education managers. Priorities will differ from person to person.
 - C. Lack of defined priorities results in a dissipation of resources.
 - D. Supervision is not a passive activity, i.e., a supervisor should not be only a "score keeper." A supervisor should be actively involved in helping subordinates achieve objectives and continually growing in competence. The development of subordinates is probably the most important of supervisory-managerial functions.
 - E. People often have perceptions of their priority responsibilities that differ from the perceptions of the supervisor or the organization. Until this is clarified, the individual may be growing and developing in his own perception but not in the perception of the supervisor/organization. Where the perceptions of priorities are the same (or close) between the individual and the supervisor/organization, the result is positive and productive. Where the perceptions are far apart the results are non-productive and one or the other must change. (Odiorne)
 - F. Continuous "hard-nosed" dialogue between supervisor and manager concerning agreed upon priorities are both productive to the efficiency of the organization and to the psychological/emotional well-being of the individual.

February 15, 1971

PART I
Evaluation Agreement
Clinton Barter

I. Defined Projects

Internal Organization

A. PERT Network. Mr. Barter will develop a PERT network outlining the major activities for the school year. This will include target dates for project completions by staff and administration. This material will be made available to the staff and fully discussed during the orientation week. The effectiveness of the PERT network will be periodically reviewed in the meetings of the Instructional Council and student services teams. In addition, Mr. Barter will publish and distribute to the staff a monthly calendar of events including "due dates."

B. Administrative Bulletins. Mr. Barter will write up a series of administrative bulletins covering various aspects of the school program. He will also establish a Policies and Procedures Committee to review the bulletins, periodically evaluate the effectiveness of the existing bulletins, and recommend modifications and/or development of new bulletins where advisable.

C. Job Descriptions. Mr. Barter will design procedures for the development of job descriptions for all staff members deemed appropriate. When the procedure has been designed and executed, all staff members will be provided with a copy. He will also develop a procedure by which students will be informed of the job descriptions.

D. System of Accountability. Mr. Barter will develop procedures for a system of accountability ("system of accountability" to be more completely defined by Mr. Barter and Dr. Edwards as the year progresses).

II. Monitoring and Evaluation. (Dr. Edwards will serve as the primary monitor/evaluator.)

A. Regarding #I, A (PERT Network) Dr. Edwards will monitor/- evaluate by:

1. Reviewing all written materials pertaining to PERT network and monthly calendars.
2. Initiate or sit in on conferences with Principal and designated staff members to discuss the process and effectiveness of the PERT network/monthly calendar.
 - a. These meetings are scheduled for the first month of school, Thanksgiving, December, January and March and at any other time deemed appropriate by Mr. Barter and Dr. Edwards.

3. A questionnaire will be developed by Mr. Barter and administered to the staff during orientation and late second semester (April). The results of this questionnaire will be jointly examined and evaluated by Mr. Barter and Dr. Edwards.
- B. Regarding #I, B (Administrative Bulletins) Dr. Edwards will:
 1. Examine and evaluate all written material.
 2. Discuss and determine the value of the bulletins with the principal and designated staff as described in #2 and #2-a above.
 3. Attend meetings of the Policies and Procedures Committee upon invitation of the principal.
 4. Examine and evaluate with principal questionnaires designed by the principal to gain feedback from the faculty. The number and timing of questionnaires to be jointly decided by Mr. Barter and Dr. Edwards.
- C. Regarding #I-C (Job Descriptions) Dr. Edwards will:
 1. Examine final product.
 2. Discuss and determine effectiveness of job descriptions through conferences with principal and designated staff as described in #2 above.
- D. Regarding #I-D (System of Accountability) Dr. Edwards will:
 1. Examine all written material relating to a system of accountability.

III. Assistance Not Readily Available.

- A. Dr. Edwards will see that research assistance from the central office is made available to Mr. Barter when needed and requested.

IV. Review Sessions.

- A. At least one review session will be held each quarter. A summary of progress to date will be typed up following the review session (by Dr. Edwards) and be made available to Mr. Barter and Dr. Edwards.

V. Additional Information.

- A. No additional information needed.

PART II

EVALUATION AGREEMENT

Clinton Barter

To develop a varied educational program which will enable each pupil to achieve in accordance with his ability, needs, interests and adjustments.

I. Defined Projects

- A. Develop a refined statement of philosophy and objectives for the instructional program at James Madison Memorial. Means will be developed and used to achieve this refinement. Mr. Barter will involve faculty members, students and parents.
- B. Programs already developed in math, physical education, science, art and industrial education will be implemented during the year of 1970-71. Mr. Barter will arrange for the resources and facilities necessary for this implementation. Mr. Barter will develop the means to evaluate the programs.
- C. Communications of progress.
 - (1) To Central Office Staff - Central office personnel will be invited to attend certain functions. Memoranda of progress reports will be disseminated among central office staff. Groups of Memorial staff members will meet with central office staff to demonstrate progress.
 - (2) To the Community - News media (newspapers, radio, TV) will be used, where possible. The "Monitor" and the "Newsletter" will be given material to disseminate. P.T.A. meetings will be used to explain these matters.
- D. Mr. Barter will organize and provide for the development of curricular revisions and instructional programs designed to implement the refined statement of philosophy.

II. Monitoring and Evaluation (Conan S. Edwards will serve as the primary monitor)

- A. Regarding #I.A. (refined statement of philosophy and objectives), Conan S. Edwards will (1) attend some staff meetings, (2) conference with the principal, and (3) examine written statements provided by Mr. Barter.
- B. Regarding #I.B. (implementation of already developed plans in math, science, physical education and industrial education), Conan S. Edwards will (1) visit classes

to observe, (2) meet with staff groups discussing implementation, (3) conference with Mr. Barter, (4) attend selected meetings, and (5) examine relevant materials.

- C. Regarding #I.C. (communications), Conan S. Edwards will (1) attend selected meetings of P.T.A. and staff, and (2) examine all releases to news media.
- D. Regarding #I.D. (further organize and provide for development of curricular revision and instructional programs per refined philosophy), Conan S. Edwards will (1) meet in selected inservice meetings with staff, and (2) conference with Mr. Barter.

III. Assistance Not Readily Available

- A. Research assistance provided through Conan S. Edwards.

IV. Review Sessions

- A. Conan S. Edwards will review with Mr. Barter each quarter as an official typewritten report.

V. Additional Information

None

August 31, 1970

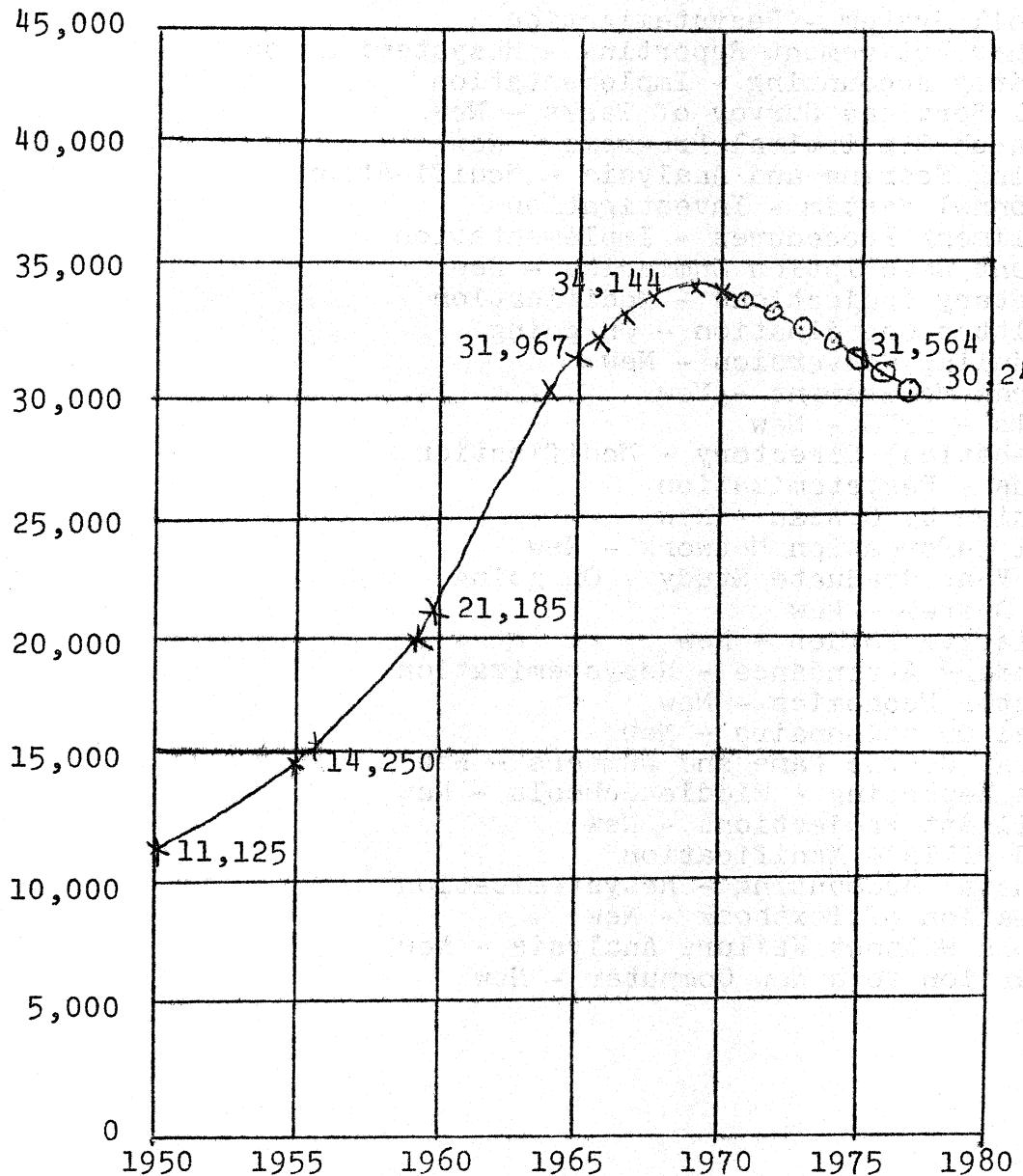
Management Information Service (MIS) SYSTEMS PROJECTS

Following is a listing of projects which are currently in various stages of implementation. The purpose for the list is to show the variability of tasks that the MIS can perform.

1. Elementary Attendance Reporting - New
2. Grade Reporting for High Schools - Modification
3. Payroll System - Resystemization
4. Teacher Retirement Reporting - Resystemization
5. Property Accounting - Implementation
6. Pupil Services Survey of Tasks - New
7. Research Statistical Programs - New
8. Testing Scoring and Analysis - Modification
9. Personnel System - Investigation
10. Enrollment Procedures - Implementation
11. Student Description Summaries - New
12. Budgetary Projections - Modification
13. Committee Coordination - On going
14. Scheduling Conversion - New
15. Records Management - New
16. Curmis - PPBS - New
17. Alphabetical Directory - Modification
18. Census - Resystemization
19. Election by Opscan - New
20. Pupil Information Network - New
21. Five Year Graduate Study - On going
22. DIME System - New
23. Cumulative Folder - New
24. Secondary Attendance - Resystemization
25. Computer Economics - New
26. Annual Questionnaire - New
27. Central Course Name and Numbers - New
28. Grade Reporting - Middle Schools - New
29. Enrollment Projections - New
30. Board Bills - Modification
31. Financial Accounting - Resystemization
32. Automation of Textbook - New
33. Schools Without Failure Analysis - New
34. Conversion to a New Computer - New

Appendix (Pupil)

Public School Enrollment
Joint District No. 8, Madison



Total enrollment:

actual

predicted o o o o

Based on late September enrollments for respective years, and predictions developed by the Madison City Planning staff and the School Building services Office

Enrollment for Seventeenth Day
First Semester 1970-71 September 23, 1970

SCHOOL	Kdg	1	2	3	4	5	6	7	8	9	Total
Allis	72	77	75	78	100	77					479
Cherokee	19	19	22	27	27	27	121	200	191	188	841
Crestwood	42	54	67	53	59	66	56				397
Dudgeon	64	58	43	61	53	57					336
Elvehjem	129	113	113	125	128	119					727
Emerson	94	107	70	80	78	60	73				562
Falk	93	108	97	89	88	79					554
Franklin	92	76	105	101	77	87	67				605
Glendale	99	131	92	132	115	113					682
Gompers	77	97	85	92	83	75	75	234	220	193	1231
Hawthorne	65	71	84	86	58	81	61				506
Hoyt	67	58	72	62	58	43	58				418
Huegel	58	66	51	71	64	53					363
Kennedy	148	151	120	145	148	144					856
Lake View	80	62	67	70	70	63	68				480
Lapham	70	65	70	60	66	63					394
Leopold	149	150	122	106	104	99	80				810
Lindbergh	51	66	48	47	44	47	42				345
Longfellow	43*	32	28	23	28	33	25				212
Lowell	105	115	83	86	68	85	71				613
Marquette	62	81	51	55	69	73	99	139	132	152	913
Mendota	92	104	73	101	96	92	82				640
Midvale	111	98	100	83	97	81	74				644
Muir	38	52	37	54	58	54	70				363
Odana	73	84	79	78	85	78	65				542
Orchard Ridge	139	131	172	157	156	149	296	244	254		1698
Randall	96	74	91	80	86	89	92				608
Sandburg	57	80	45	52	58	51	48				391
Schenk	121	120	95	94	100	97	233	261	251		1372
Sherman	93	107	94	97	80	81	122	147	159	145	1125
Shorewood	122	142	121	75	89	60	51				660
Spring Harbor	45	53	53	55	44	46	50				346
Stephens	29	52	63	60	48	58	83				393
Van Hise	50	66	60	58	80	80	93	146	203	219	1055
Total	2745	2920	2648	2693	2662	2560	See next page for 6-9 grade totals				

Enrollment for Seventeenth Day
First Semester 1970-71 September 23, 1970

SCHOOL	grade	6	7	8	9	10	11	12	spec	total
East Jr.		237	241	246						724
Jefferson Middle		226	185							411
Lincoln Jr.		163	148	133						444
Sennett Middle	293	251	294							838
West Jr.		189	225	244						658
East Sr.					828	729	649			2206
LaFollette Sr.				557	574	568	485			2184
Memorial Sr.				411	478	508	498			1895
West Sr.					671	657	561			1889
Braille									4	4
Partially seeing									6	6
Remedial									335	335
Trainable									76	76
Deaf									100	100
Emotionally Disturbed									97	97
Learning Disability									61	61
Orthopedic									55	55
GRAND TOTAL		2548	2437	2503	2488	2551	2462	2193	734	34144

*(from previous page) includes 14 4-year olds in Title I kindergarten

Elementary School Non-white enrollment 1970-71

School	Negro	Mexican Sp. Amer.	American Indian	Oriental	Other
Allis	4	1	1	4	
Cherokee	2	3	1	1	1
Crestwood	4			4	1
Dudgeon	5		1	1	
Elvehjem	2			1	
Emerson	5	1	1		1
Falk				4	1
Franklin	101	7	1	4	2
Glendale	3	2	2		
Gompers	5	2	2		3
Hawthorne	18	11		7	
Hoyt	1	4		5	2
Huegel		1		2	
Kennedy	3		4	2	
Lake View	12				6
Lapham	9	9			6
Leopold	32	3	2		6
Lindbergh	9		1		
Longfellow	16		1		
Lowell	35	9	1		5
Marquette	30	10	6		14
Mendota	8		1	7	
Midvale	2		1	3	
Muir				3	
Odana	4		1	8	
Orchard Ridge	7				3
Randall	5			3	
Sandburg					2
Schenk	6	4	1		
Sherman	4	6			
Shorewood	17	8		18	42
Spring Harbor	4	1	2	2	3
Stephens					
Van Hise	2	2	2	7	1
Total	355	84	32	86	93=650

Junior Highs and Middle Schools Non-white enrollment, 1970-71

School	Negro	Mexican, Sp. American	American Indian	Oriental	Other	Total
Cherokee	10		1	11		22
East	24	5	1	3		33
Gompers	9	2		1		12
Jefferson	2				2	4
Lincoln	55	4		2	2	61
Marquette	24	3	5	1		33
Orchard Ridge	1			2		3
Schenk	2			1		3
Sennett	4	3		2		9
Sherman	4	6				10
VanHise	3					3
West	11	7		3	1	22
 Totals	 149	 30	 7	 26	 3	 215
Grand total:						
Elementary	355	84	32	86	93	650
Jr. and Middle	149	30	7	26	3	215
High Schools	110	23	6	25	5	169
	<u>614</u>	<u>137</u>	<u>45</u>	<u>137</u>	<u>101</u>	<u>1034</u>

Senior High School Non-white enrollment 1970-71

School	Negro	Mexican, Sp. American	American Indian	Oriental	Other	Total
East	39	16	2	3		60
LaFollette	8	3	3	4		18
Memorial	38		1	4		43
West	25	4		14	5	48
 Totals	 110	 23	 6	 25	 5	 169

Percent Absenteeism at Middle & Junior High Schools

School	Grade	Percent	0	1	2	3	4	5	6	7	8	9	10	11	12	13
Cherokee	7		1111111111111113.9													
	8		1111111111111114.7													
	9		1111111111111114.2													
East Jr.	7		1111111111111116.8													
	8		1111111111111116.7													
	9		1111111111111119.3													
Gompers	7		1111111111111115.4													
	8		1111111111111116.2													
	9		1111111111111116.6													
Jefferson	7		1111111111111113.0													
	8		1111111111111113.2													
Lincoln	7		1111111111111115.4													
	8		1111111111111115.8													
	9		1111111111111116.8													
Marquette	7		1111111111111115.6													
	8		1111111111111116.0													
	9		1111111111111117.1													
Orchard Ridge	7		1111111111111113.7													
	8		1111111111111113.8													
	9		1111111111111114.2													
Schenk	6		1111111111111115.0													
	7		1111111111111114.7													
	8		1111111111111114.8													
Sennett	6		1111111111111114.4													
	7		1111111111111114.0													
	8		1111111111111114.4													
Sherman	7		1111111111111115.0													
	8		1111111111111114.6													
	9		1111111111111117.8													
Van Hise	7		1111111111111114.4													
	8		1111111111111114.8													
	9		1111111111111114.2													
West Jr.	7		1111111111111114.7													
	8		1111111111111114.9													
	9		1111111111111114.8													

Percent Absenteeism in High Schools

School	Grade	Percent	0	1	2	3	4	5	6	7	8	9	10	11	12	13
East	10		fffff	12.9												
	11		fffff	12.0												
	12		fffff	10.3												
LaFollette	9		fffff	6.7												
	10		fffff	6.4												
	11		fffff	7.1												
	12		fffff	7.8												
Memorial	9		fffff	5.4												
	10		fffff	6.6												
	11		fffff	8.8												
	12		fffff	9.4												
West	10		fffff	6.6												
	11		fffff	7.1												
	12		fffff	8.2												

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INTERVIEWS

Extensive Interviews, Madison Public Schools

President of the School Board

Central Administration Personnel

High School Principals and Assistant Principals

Guidance and Psychology and Social Work Personnel

City of Madison

Accounting Department

City Clerk

Health Department

City Plan Department

State of Wisconsin

Department of Public Instruction, Director and Staff

Department of Administration Bureau of Planning and Budget.
September, 1971.

Catholic High Schools

Superintendent

